



University of Canberra High School Kaleen

Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2018 has been a year of change. How quickly time passes, our school is growing with our largest cohorts coming through, we've had our 40th Anniversary Celebrations and 5 of our teachers have won Masters' Scholarships.

The Board worked on a range of topics in 2018.

Brainstorming some ideas for space for our students in our growing school. To ensure they have somewhere to sit, eat and relax especially in the wintery & raining times. Looking at solutions for potential indoor and covered outdoor spaces.

We've looked at a potential formal school uniform which looks great and it is also exciting to have our representatives looking the part when representing our school at official events.

We encouraged the staff and students for ideas and their wish lists. The wonderful contributions that parents and carers make to our Library Trust Fund allow the school to purchase wonderful resources for our students to enjoy like board games, books, and other resources. Please continue the conversation with your children about what they'd like to see & enjoy in our library.

Voluntary subject contributions were discussed with the Board deciding to halt any increase for 2018, with future increases to be staggered. Noting there has not been an increase for some time. Remember, the better funded we are the more resources we have for our students to enjoy.

We've seen a new timetable discussed and tabled to hear of any concerns from parents/carers and students. With the aim for it to be in the best interests of our students to ensure all kids get the help they need.

We said farewell to the Graduating Class of 2018 with a beautiful graduation ceremony where students received their certificates and awards followed by their Formal. They all looked stunning & their arrivals were also very entertaining.

The Board worked with school staff on minimising the distractions of mobile phones during class times. Both student & parent representatives were concerned with the amount of use and how to best create environment for our kids to be able concentrate, keeping in mind that students relying on music for calming reasons were also considered and provisions made.

Valuable lessons were learnt regarding Yr10 shirt & jumpers, thus a new reliable supplier found.

We've farewelled outgoing representatives of 2018 and welcomed our new members for a fresh 2019.

School Context

University of Canberra High School Kaleen enjoys unique links to the University of Canberra that provide a wide range of educational opportunities for all members of the school community. It is an inclusive school incorporating a Learning Support Unit and a Learning Support Autism unit and offering a broad educational program to students from Kaleen, Giralang, McKellar and neighbouring suburbs in north Canberra. The school's mission is to function as a Professional Learning Community where we do whatever it takes to ensure all students achieve success. The core values of the school are Kindness, Achievement, Respect and Endeavour, and these are exemplified in the school's use of positive behaviours for learning in the management of students. The school's broad curriculum caters for the diverse needs of students through the provision of a core curriculum of English, Mathematics, Science, Physical Education and Studies of Society and the Environment. The elective curriculum provides for student choice in the areas of Performing Arts, Japanese, Agriculture, Visual Arts, STEM and Outdoor Education. UC High School Kaleen is a safe and supportive school community that provides students with a high level of support in nurturing them on their pathways to future success. The school links with many community groups to support the emotional wellbeing of all students. All staff are involved in the school's inclusive Pastoral Care program. The school has a strong focus on all stakeholders being a "community of learners".

Student Information

Student enrolment

In 2018 there were a total of 340 students enrolled at this school.

Table: 2018 Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 188 |
| Female | 152 |
| Aboriginal and Torres Strait Islander | 19 |
| LBOTE* | 67 |

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

| Year level | Attendance rate |
|------------|-----------------|
| 7 | 89.0 |
| 8 | 86.0 |
| 9 | 82.0 |
| 10 | 81.0 |

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 25.60 |
| Teaching Staff: Full Time Equivalent Temporary | 3.00 |
| Non Teaching Staff: Full Time Equivalent | 17.22 |

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 82% of parents and carers, 87% of staff, and 68% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 38 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

| National opinion item | |
|--|-----|
| Teachers at this school expect students to do their best. | 95 |
| Teachers give useful feedback. | 89 |
| Teachers at this school treat students fairly. | 82 |
| This school is well maintained. | 92 |
| Students feel safe at this school. | 79 |
| Students at this school can talk to their teachers about their concerns. | 100 |
| Parents at this school can talk to teachers about their concerns. | 100 |
| Student behaviour is well managed at this school. | 66 |
| Students like being at this school. | 78 |
| This school looks for ways to improve. | 97 |
| This school takes staff opinions seriously. | 76 |
| Teachers at this school motivate students to learn. | 95 |
| Students' learning needs are being met at this school. | 78 |
| This school works with parents to support students' learning. | 87 |
| Staff get quality feedback on their performance | 54 |
| Staff are well supported at this school. | 71 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 52 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

| National opinion item | |
|--|----|
| Teachers at this school expect my child to do his or her best. | 78 |
| Teachers give useful feedback. | 61 |
| Teachers at this school treat students fairly. | 71 |
| This school is well maintained. | 88 |
| My child feels safe at this school. | 75 |
| I can talk to my child's teachers about my concerns. | 81 |
| Student behaviour is well managed at this school. | 65 |
| My child likes being at this school. | 81 |
| This school looks for ways to improve. | 81 |
| This school takes parents' opinions seriously. | 76 |
| Teachers at this school motivate my child to learn. | 65 |
| My child is making good progress at this school. | 69 |
| My child's learning needs are being met at this school. | 67 |
| This school works with me to support my child's learning. | 63 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 241 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 7 to 10 in agreement with each national opinion item

| National opinion item | |
|--|----|
| My teachers expect me to do my best. | 93 |
| Teachers give useful feedback. | 64 |
| Teachers at my school treat students fairly. | 59 |
| My school is well maintained. | 50 |
| I feel safe at this school. | 55 |
| I can talk to my teachers about my concerns. | 57 |
| Student behaviour is well managed at my school. | 35 |
| I like being at my school. | 58 |
| My school looks for ways to improve. | 75 |
| Staff take students' opinions seriously. | 65 |
| My teachers motivate me to learn. | 67 |
| My school gives me opportunities to do interesting things. | 71 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: University of Canberra High School, Kaleen 2018 NAPLAN Mean Scores

| Test Domain | Year 7 School | Year 7 ACT | Year 9 School | Year 9 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 538 | 549 | 581 | 593 |
| Writing | 490 | 501 | 490 | 539 |
| Spelling | 527 | 540 | 562 | 582 |
| Grammar & Punctuation | 536 | 549 | 588 | 592 |
| Numeracy | 554 | 554 | 583 | 596 |

Source: Analytics and Evaluation

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

| INCOME | January-June | July-December | January-December |
|---|---------------------|----------------------|-------------------------|
| Self-management funds | 286737.83 | 337270.28 | 624008.11 |
| Voluntary contributions | 4499.00 | 2150.00 | 6649.00 |
| Contributions & donations | 3993.05 | 3625.00 | 7618.05 |
| Subject contributions | 1540.00 | 550.00 | 2090.00 |
| External income (including community use) | 23392.72 | 19801.38 | 43194.10 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 5322.75 | 6049.12 | 11371.87 |
| TOTAL INCOME | 325485.35 | 369445.78 | 694931.13 |
| EXPENDITURE | | | |
| Utilities and general overheads | 69369.27 | 84125.76 | 153495.03 |
| Cleaning | 66226.08 | 81305.30 | 147531.38 |
| Security | 5853.36 | 6174.02 | 12027.38 |
| Maintenance | 48287.42 | 62372.63 | 110660.05 |
| Administration | 46264.97 | 34148.21 | 80413.18 |
| Staffing | 0.00 | 0.00 | 0.00 |
| Communication | 11115.40 | 2335.39 | 13450.79 |
| Assets | 4237.16 | 5540.00 | 9777.16 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 39800.18 | 27937.70 | 67737.88 |
| Educational | 15114.70 | 19985.37 | 35100.07 |
| Subject consumables | 2400.00 | 0.00 | 2400.00 |
| TOTAL EXPENDITURE | 308668.54 | 323924.38 | 632592.92 |
| OPERATING RESULT | 16816.81 | 45521.40 | 62338.21 |
| Actual Accumulated Funds | 121248.22 | 126749.01 | 126749.01 |
| Outstanding commitments (minus) | -718.89 | 0.00 | -718.89 |
| BALANCE | 137346.14 | 172270.41 | 188368.33 |

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

Reserves

| Name and Purpose | Amount | Expected Completion |
|-------------------------|---------------|---|
| Res – Teaching Staffing | \$81728.00 | 2018 Board have approved the holding of these funds for a further 12 months before review. |
| Res – Admin Staffing | \$35 346.00 | Board have approved the holding of these funds for a further 12 months before review. |
| Res – Band Program | \$25235.00 | Board has authorised holding of the Reserve into 19/20 to support the program should the school donations not meet the cost to run. |

Endorsement Page

Members of the School Board

| | | | |
|-------------------------------------|-------------------|--------------|----------------|
| Parent Representative(s): | Leesa Hicks, | Helene Nash, | Annette Healy. |
| Community Representative(s): | | | |
| Teacher Representative(s): | Janet Richardson, | Emily Fisher | |
| Student Representative(s): | Kacey Nash | Erin Hicks | |
| Board Chair: | Helene Nash | | |
| Principal: | Daniel Mowbray | | |

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature: Helene Nash

Date: 31 / 05 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Daniel Mowbray

Date: 31 / 05 / 2019