



**LANYON
HIGH SCHOOL**



Lanyon High School

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

During 2018 the School Board endorsed a new 4-year Strategic Plan after the arrival of a new principal towards the end of 2017. This new strategic plan was developed based on data analysis by the school's leadership team of a range of sources and included two new goals; Improve reading, writing and numeracy and Ensure all students have pathways to success. The principal supported the Board to understand how the first goal related to implementation of targeted use of literacy and numeracy data, action research and renewed strategies relating to the implementation of the Australian Curriculum. The second goal focussed on student wellbeing and engagement, including the ongoing implementation of the Positive Behaviour for Learning program, a renewal of the Pastoral Care curriculum and development of a suite of flexible learning pathways for students. The only policy that was reviewed was that of the Year 10 Certificate. Several budget variations were approved to invest in facilities improvement, such as a new computer laboratory and school library.

School Context

Lanyon High School established in 1996 is situated at the southern end of the Tuggeranong Valley in Canberra. The school is a community that fosters excellence in learning, inclusivity and active citizenship. At Lanyon High School we value student empowerment, respectful relationships, pride in our community and resilience. Our high expectations of all members of our school community ensure that Lanyon High School has a strong culture of learning and respectful relationships that focus on giving.

The school was created to address the needs of young people in years 7 - 10 as they move from primary school to high school and to further education training or employment. The foundation of our curriculum is a strong focus on literacy and numeracy in all areas of the curriculum. Students can study Japanese and a wide range of electives in years 9 and 10 including the arts, hospitality, outdoor education, digital technologies and design technologies. Extension opportunities are embedded in all curriculum areas, with specialist extension classes in senior mathematics, senior English and science. Students have the opportunity to study vocational education and training courses, work experience and Australian School Based Apprenticeships. Teachers set high expectations for students in their learning and design learning activities based on the Backward by Design approach of the Australian Curriculum. In 2019 a new subject was introduced to the school called 'Enrichment'. Enrichment classes are vertically grouped with year 7 to 10 students in each class. They are created based on the skills of teachers and the interests of students. Some examples of these semester-long units of study include 3D Printing, AUSLAN, Origami, basic automotice maintenance, team sports, band and dance. Lanyon High School strives to challenge, support, engage, motivate and value all students as individuals who are connected to their community. Our goal is to prepare students to be active citizens in contemporary society and to be lifelong learners.

Lanyon High School provides a safe environment and strives to establish quality relationships between people through cooperative learning, restorative practices, and embedding values education in the curriculum. Our Student Services team works closely with students and their families to support all students in connecting with their learning.

Student Information

Student enrolment

In 2018 there were a total of 350 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	181
Female	169
Aboriginal and Torres Strait Islander	26
LBOTE*	49

*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	85.0
8	77.0
9	83.0
10	85.0

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	25.83
Teaching Staff: Full Time Equivalent Temporary	4.00
Non Teaching Staff: Full Time Equivalent	10.78

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 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of 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, 80% of parents and carers, 67% of staff, and 57% 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 46 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.	73
Teachers give useful feedback.	83
Teachers at this school treat students fairly.	83
This school is well maintained.	50
Students feel safe at this school.	36
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	33
Students like being at this school.	50
This school looks for ways to improve.	96
This school takes staff opinions seriously.	80
Teachers at this school motivate students to learn.	80
Students' learning needs are being met at this school.	60
This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	61
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 104 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.	91
Teachers give useful feedback.	85
Teachers at this school treat students fairly.	84
This school is well maintained.	77
My child feels safe at this school.	73
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	58
My child likes being at this school.	83
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	81

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 238 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.	89
Teachers give useful feedback.	48
Teachers at my school treat students fairly.	45
My school is well maintained.	37
I feel safe at this school.	41
I can talk to my teachers about my concerns.	44
Student behaviour is well managed at my school.	21
I like being at my school.	44
My school looks for ways to improve.	57
Staff take students' opinions seriously.	47
My teachers motivate me to learn.	64
My school gives me opportunities to do interesting things.	66

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: Lanyon High School 2018 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	511	549	546	593
Writing	461	501	494	539
Spelling	510	540	540	582
Grammar & Punctuation	513	549	533	592
Numeracy	519	554	555	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	263973.27	267265.50	531238.77
Voluntary contributions	50.00	0.00	50.00
Contributions & donations	1051.24	15.00	1066.24
Subject contributions	1690.00	614.00	2304.00
External income (including community use)	6554.55	5837.72	12392.27
Proceeds from sale of assets	200.00	0.00	200.00
Bank Interest	5655.99	5454.12	11110.11
TOTAL INCOME	279175.05	279186.34	558361.39
EXPENDITURE			
Utilities and general overheads	50702.09	76000.00	126702.09
Cleaning	97971.81	55179.02	153150.83
Security	0.00	2885.80	2885.80
Maintenance	33982.83	113880.77	147863.60
Administration	19411.96	8289.63	27701.59
Staffing	0.00	-6548.16	-6548.16
Communication	4736.47	956.74	5693.21
Assets	7863.55	35485.04	43348.59
Leases	0.00	0.00	0.00
General office expenditure	33854.72	56219.82	90074.54
Educational	20009.40	18749.50	38758.90
Subject consumables	6960.52	9624.77	16585.29
TOTAL EXPENDITURE	275493.35	370722.93	646216.28
OPERATING RESULT	3681.70	-91536.59	-87854.89
Actual Accumulated Funds	236475.05	282128.04	282128.04
Outstanding commitments (minus)	-11177.96	0.00	-11177.96
BALANCE	228978.79	190591.45	183095.19

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

A total of \$100,000 was placed in reserves in the 2017 budget and this rolled over into the 2018 budget, as the funds had not be allocated to specific projects.

Name and Purpose	Amount	Expected Completion
<p>Electronic Notice Board The electronic sign allows for more sophisticated communication with the community and is a faster and easier way in which to update information.</p>	<p>\$5,000</p>	<p>Complete July 2018</p> 
<p>Upgraded computer laboratory Upgrades to the computer laboratory included new CPUs and peripherals, a new cupboard to house the 3D printers, new furniture and carpeting. This facility is used primarily by senior students in the subjects of digital technology and photography and allows for more sophisticated software to be used to enhance student learning.</p>	<p>\$23,000</p>	<p>Completed December 2018</p> 
<p>New library The design and completion of the new library provides a beautiful space for students to access literature and borrow resources. The space was designed for comfort and resources group by genre, such as would be found in a book store.</p>	<p>\$30,000</p>	<p>Completed December 2018</p> 

Endorsement Page

Members of the School Board

Parent Representative(s):	Cath Windsor	Andrew Windsor
Community Representative(s):	Peter Henry	
Teacher Representative(s):	Kerrie Falconer	Cameron Steer
Student Representative(s):	Leila Rickman	Prince Soin
Board Chair:	Peter Henry	
Principal:	Barbara Monsma	

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

Board Chair Signature: Peter Henry

Date: 26 / 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: Barbara Monsma

Date: 22 / 05 / 2019