



# Alfred Deakin High School Board Report 2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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## About our school

### Introduction to School

Alfred Deakin High School (ADHS) is located in South Canberra and with an enrolment of 781 it draws students from more than 40 different cultural backgrounds.

Many different languages are spoken in the home and many different cultures practiced. The number of Indigenous students and students speaking English as an Additional Dialect (EALD) is growing.

The school community values the diversity of its population and celebrates the advantages that this diversity brings to the school. The school promotes the development of individuals through a broad range of learning experiences. These include a strong core and elective curriculum, an academic extension, and a gifted & talented program, a focus on restorative practices and an effective pastoral care program centered on building social and emotional skills in students.

Students at ADHS value having diverse opportunities in a positive and inclusive atmosphere where everyone's individuality is respected. The school values the active and supportive relationships of its parents and carers and the respectful and friendly relationships that exist in the school

## Student Information

### Student enrolment

In 2014 there was a total of 781 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	376
Female	405
Indigenous	13
LBOTE	240

Source: Planning and Performance, August 2014

Alfred Deakin High School caters for year 7 to year 10 students. The priority enrolment area includes Curtin, Hughes, Garran, Yarralumla, Lyons and Phillip. There is a significant out of area component in our total enrolment of 781 students. A total of 55 students received EALD support in specialist language classes, fifteen of whom were International Private Students (IPS). A large number of our Language Background Other than English (LBOTE) students receives assistance through individual support from classroom teachers if required and through our Griffin program. There is an even spread of LBOTE students across the school year groups.

## Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
7	91.8
8	89.9
9	87.9
10	90.0

Source: Planning and Performance, July 2014

In each class each morning attendance is recorded and monitored. For students absent a range of procedures are followed including:

- For parents who have opted into the automated advice system an SMS or email is sent by advising of their child's absence.
- Letters home for lateness out of SCOOT – an initiative new in 2014
- For students absent for 3 consecutive days or where there is a pattern of absenteeism the roll group teacher makes contact with parents. After 5 days of consecutive absence TGTs call home to see if work can be provided. After 7 days of accumulated absence without explanation a letter is sent home asking for an explanation for all absences.
- Where non-attendance is of a concern the student services team intervenes and further parent contact is made to investigate and address any issues.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	72

Source: School Data, 17/12/2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes

all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

<b>Role</b>	<b>Total</b>
Administrative Service Officers	16
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	2
School Leader C	9
Teachers	50
<b>TOTAL</b>	<b>79</b>

Source: Workforce Management, August census 2014

There are no indigenous staff at this school.

## Volunteers

The voluntary involvement of our students' parents and other community members is crucial to the operation of our School. Examples of volunteering in our school include:

- School Board membership
- Parents and Citizens' Canteen Committee
- Volunteering in the canteen
- library work – shelving, book covering etc
- assisting with sporting teams, excursions, competitions
- assisting at school events, open nights, discos
- participating on exhibitions panels
- assisting on awards evenings eg. AAA and the Alfies.

Estimated number of volunteer hours this year: 900 hours

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This

process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Alfred Deakin High School was validated in 2014. A copy of the validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

## Overall Satisfaction

In 2014, 137 parents, 53 staff and 618 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 81% of parents and carers, 94% of staff, and 80% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	85
Teachers at this school provide my child with useful feedback about his or her school work.	68
Teachers at this school treat students fairly.	77
This school is well maintained.	85
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	82
Student behaviour is well managed at this school.	71
My child likes being at this school.	90
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	65
Teachers at this school motivate my child to learn.	74

My child is making good progress at this school.	74
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	63

Source: 2014 School Satisfaction Surveys, September 2014

*Table: Proportion of students in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	86
My teachers provide me with useful feedback about my school work.	58
Teachers at my school treat students fairly.	60
My school is well maintained.	69
I feel safe at my school.	76
I can talk to my teachers about my concerns.	51
Student behaviour is well managed at my school.	49
I like being at my school.	71
My school looks for ways to improve.	79
My school takes students' opinions seriously.	55
My teachers motivate me to learn.	62
My school gives me opportunities to do interesting things.	79

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

Student participation in the Satisfaction Survey was 80%. Additional questions were inserted in 2013 by the school to assist gather data to inform and to report on the 2013-2017 ADHS School Strategic Plan. Specific improvement strategies have been developed in response to the results of the student survey, including enhancing opportunities for student voice in learning programs and learning environments, and in the corporate life of the school.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## Professional Learning

Detailed description of the professional learning undertaken linked to our improvement journey is found when we report against our priorities. Other professional learning which occurred in 2014 included:

At the commencement of 2014, system and school professional learning for all ADHS staff centred on:

- Data literacy
- Differentiating learning experiences

Strategic priority 1 in the ADHS Plan was to enhance growth in learning outcomes for all students. Under this banner, a key PL focus in 2013 was to develop teacher capacity to develop high quality practice to cater for the needs of all students.

Of the specific actions in the 2014 Annual Operating Plan, the first key improvement strategy was to embed quality teaching rounds for all staff. This year, all teachers participated in a QT round, during which time they observed and provided feedback on each other's classroom practice using the Quality Teaching Model. Fifteen cross faculty groups operated across the school, which provided a further opportunity to develop the team of facilitators.

A team of 4 teachers attended a 3 day intensive workshop with internationally renowned formative assessment expert, Dylan Wiliam. Upon their return to school they established a professional learning community of 12 teachers who trialled a range of formative strategies and delivered workshops for the whole staff.

In addition, the Student Wellbeing and Opportunity Team established a professional learning community with representatives from each faculty to introduce Social and Emotional Learning strategies into the teaching program.

In 2014 the school continued to trial the Google Apps for Education (GAFE) digital platform. A teacher leader was established to lead the implementation of innovative practice. This included delivering a range of PL to teachers in individual, small group and whole school formats and showcasing examples of innovative practice.

New Educators at ADHS in 2014 participated in the ETD New Educator Support Program, attending professional learning sessions once per term. In addition, an induction program operated in term 1, which involved professional conversations about aspects of personal and school practice.

## **Learning and Assessment**

### **NAPLAN Assessment**

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, 2.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Alfred Deakin High School 2014 NAPLAN Mean Scores*

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	578	569	610	600
Writing	534	524	560	559
Spelling	562	554	593	591
Grammar & Punctuation	578	566	599	591
Numeracy	566	559	617	598

Source: Performance and Planning December 2014

## Performance in other areas of the curriculum

### Student Representative Council (SRC):

In 2014, the SRC has been restructured to better address the needs of the student body. We have had two areas of focus and the SRC was divided into two groups to reflect this focus – Student Voice and our role in the Network. The SRC were instrumental in leading Student Voice forums and deciding on changes to be made based on this student feedback.

- Minister’s Student Congress - two students were nominated to the Minister’s Student Congress and of those two, one was elected to the Executive Committee
- The SRC Network Day – ‘Pay it Forward’ was a culmination of work from the four South Weston Schools (ADHS, Melrose, Stromlo and Telopea) on promoting positivity and good deeds. This included a network camp and a motivational speaker Brent Williams
- SRC Discos and BBQ’s
- Continued involvement in assemblies
- Leaders in Student Voice initiatives
- Looking to purchase new valuables lockers for the PE faculty in response to Student Voice request

### ICT

2014 has been a year of consolidation of our ICT platforms and the development of our Strategic Plan for ICT@ADHS.

This was our second year of BYOD, and most year 7 students arrived with their own devices ready to commence high school. By the end of term 1 we had developed protocols for attaching a wide variety of devices onto the Network. The upgrade to the WiFi

infrastructure and allocation by the Directorate for additional IP addresses has afforded our students a reliable connection within the school.

All students were provisioned with GAFE (Google Apps for Education) accounts, giving them access to a stable online platform for working and sharing their classwork – Gmail, Drive, Docs and other Apps. In the last week of November 2014, ADHS had 935 users access their Google Drives and 741 users accessed their Gmail (@actetd.com); our users have created 177,128 documents, of which 3928 have been shared with other users.

In first term year 7 English classes undertook the ADHS Digital Citizenship program. By the end of term all year 7 students had spent some time learning about safe use of ICT at ADHS and how to keep themselves safe online. Students commented: “That course did teach me some things that I didn't know or wasn't aware of”; “The best thing about doing the Digital Citizenship course was just learning how to be safe online” and “The best thing about doing the Digital Citizenship is that it is quite interactive and has at least information before the start of the quiz”. Staff who delivered the course generally found it good, but would like “more time in class with discussions and examples of the types of issues arising” and “more technical assistance”.

The use of mobile devices throughout the school has increased significantly, in addition to the 65 MacBook Pro's in the library and the approx. 120 Samsung Chromebooks we purchased last year, an additional 85 Lenovo Chromebooks this year were purchased ( shared between the e-study, EALD, the FlexiLab and 40 on a trolley in Maths). It is a regular occurrence to have a majority of the MacBooks borrowed from the library at any one time and all of the Chromebook trolleys booked for classroom use. The specialist computer labs are used regularly for classes but the pressure on the labs has been released by the mobile devices. The introduction of two new 3D printers has seen considerable interest from students and we are beginning to see some innovative designs by some of the classes using them.

## **Languages**

It was another productive year for our hard working Languages faculty. We welcomed four new staff to the Languages team in 2014 and all have made a huge impact in their teaching in Languages. A particular highlight of our year was participating in the Language Perfect – International LOTE competition. We came second in the ACT and 48<sup>th</sup> in the WORLD! Over 160 students reached 500 points or over, entitling them to a certificate!

As usual, there were competitions, excursions, performances and lots of quality teaching and learning moments for us to celebrate. Some of these included the ICAS English and Writing competitions.

Other activities and competitions we engaged in included:

- Tournament of the Minds – Australasian Pacific Games representatives in Maths Engineering, ACT winners in Maths Engineering, Southside winners in Applied Technology and Maths Engineering.
- Alliance France Competition
- Japanese Excursions to the zoo
- Indonesian, French and Japanese excursions to various restaurants to experience culinary delights
- Bell Shakespeare Performances – including hosting other schools from our network for ‘Romeo and Juliet’ and ‘Hamlet’; an excursion to Sydney Opera House to see ‘Macbeth’; an excursion to the Canberra Playhouse to see ‘The Dream’
- “Deadly Literature” - Indigenous Australia Culture Tour around the ACT
- ANU Partnerships with Languages: Japanese and Indonesian
- GRIFFIN Program – identified students with low literacy and ran them through intensive reading / writing courses
- Japan Overseas Trip
- “Wicked” excursion to Sydney

Staff engaged in a variety of Professional Development including:

- Differentiation and Gifted Ed in English
- Assisting students with Dyslexia and Working Memory Issues
- Assessment and Reporting – implementing the Australian Curriculum
- EALD and LOTE Australian Curriculum implementation
- ACTATE professional development workshops – poetry, narrative texts, Indigenous texts, deconstructing the Achievement Standard etc.

## Maths

The Mathematics faculty has been active and involved with

- Luna Park excursion for year 8 students with increased demand in 2014,
- Resit week in Terms 1, 2 & 3
- Lunch Box Maths Monday and Thursday
- group activities for years 7, 8 & 9 students,
- the Australian Mathematics Competition
- Australian Mathematics Challenge and Enrichment Stage
- Australian Mathematics Olympiad
- MAD day at Dickson College

Record numbers of students participated in the Australian Mathematics Competition and Mathematics Challenge and Enrichment Stage, and achieved excellent results ranging from high distinctions to participation certificates. The results for the Challenge Stage were particularly good with a high proportion of High Distinctions awarded.

Mathematics has continued to refine and improve our testing and assessment regime for all years to ensure we are using quality instruments that give accurate information on student learning. This included more formative instruments and some assessment making use of GAFE.

2014 was the first year of full implementation of the Australian Curriculum in Year 10. This presented many challenges especially around the 10A course. The faculty was heavily involved in internal moderation of Year 10 results to ensure consistency and to inform our teaching.

### **Humanities and Social Science**

This year has been a year of consolidation with the Australian Curriculum, assessment and reporting. Staff have worked communally to develop a further six units in History, Geography, Civics and Citizenship and Economics and Business. Each unit has been mapped to the Australian Curriculum and report outcomes have been developed in line with the Achievement Standard. Report outcomes have been sequenced throughout the whole year.

This is the second year of teaching History units and staff are feeling very comfortable with the way units have been designed and assessment items are developed. Throughout the year moderation has occurred for every year level. This has provided professional learning on practice and staff are very supportive of the process.

Reflection of assessment tasks happens at the end of each cycle with staff contributing to how the delivery, product or intent of the task can be improved and differentiated. These are fruitful and collaborative discussions.

Students had the opportunity for extension through participation in Interschool Parliamentary Debating at the ACT Legislative Assembly, excursions to the Australian War Memorial, Australian National Museum, Questacon and a local shopping centre. Students were also invited to participate in the Australian Geography Competition and the National History Competition.

### **Visual and Performing Arts**

The energetic and vibrant Arts Faculty had a busy year in 2014. Our students were involved in a number of events over the year that allowed them to showcase their talents in a broad range of disciplines. A number of students worked backstage running these events. At ADHS students showcased their visual, performing art and musical talents in big events such as:

- Dance Festival,
- ACT Band Championship both senior and junior Orchestra competed
- Australian National Eisteddfod - 7/8 Orchestra won Silver Award
- ACT Public Education festival 'Limelight',
- Dance Tour in Sydney
- UPA's show 'MONDAY'
- Access All Areas (AAA), the ADHS showcase of excellence in the arts at the Canberra College Performing Arts Centre (CCPAC) over 2 nights
- Lunchtime concerts

- Assembly performances
- Fast and Fresh festival – year 7 group in heats and year 9/10 group to finals
- Students in the Instrumental Music Program Senior and Junior ensembles
- Instrumental Music Program Senior Concert Band students travelled to Japan on Cultural exchange
- Battle of the Band in Wodenstock at Woden School
- Performances at the year 6 orientation day
- Textiles students entering work at The Canberra Show
- Student art in the Anzac Spirit Prize 2014
- Alfies – Our annual Film, Fashion and Photography Festival

Throughout 2014 students were provided with a number of opportunities to extend themselves in their classes including participating in workshops, facilitating year 6 orientation workshops, excursions to galleries and dance performances.

### **Physical Education/Health**

PE / Health and School Sport provided wonderful experiences and opportunities for our students. ADHS students excelled in the classroom and as representatives of ADHS at numerous South and ACT School Sport events. Our goal is not focussed around results. Participation is what we value and advertise. In saying that, we have had some fantastic results both in team sports and at an individual level. Sam Burge was successful in winning the Pierre De Coubertin Award, recognising his attitude, leadership and participation over his four years of study at ADHS.

ADHS was one of three schools involved in It's Your Move! - a three year \$50,000 research project funded by ACT Health in conjunction with Deakin University. This has increased our capacity to promote healthy eating and physical activity within our school community. We have purchased a class set of bikes and kayaks that will be used to supplement our fitness programs and also extended this into an elective program for senior classes.

2015 is an exciting year with further opportunities to be explored to further enhance our goal of lifelong learning and improving healthy lifestyles within our community and beyond.

### **Pastoral Care**

Pastoral Care (PC) at ADHS aims to promote positive well being and connection. This has been achieved through the curriculum and a variety of programs and opportunities offered to students.

Some highlights this year have been:

- PC program once a fortnight, presenting a current and relevant Social and Emotional learning program. It is a key focus for the 2014-2017 strategic plan

- The development of the staff SWOT Team (Student Wellbeing and Opportunity) to develop and promote SEL strategies in faculties and across the school
- Whole year group camp for Year 7 with a focus on team work and outdoor activities
- Targeted programs for students including PANTHERS, ELEMENTS and a Year 7 Outdoor Education program
- The continuing success of leadership programs such as Youth Leadership (peer support) and The Disability Awareness Program (with Woden School)
- The use of a variety of guest speakers and agencies to enhance the PC program. Topics such as cyber-safety, body image, mental illness and community service have been addressed.
- The development of Student Voice opportunities through Student Forums and surveys
- The acknowledgement of students' achievements through Assemblies, the Merit Award system and the Year 10 Leadership Points system.

### **Science & Horticulture**

Students in Science were exposed to many authentic learning opportunities with guest speakers in the classroom and the use of Blogs and Adobe Connect to link students to scientists and teachers in the field. Staff continued aligned formative and summative assessment tasks to the Australian Curriculum Achievement Standards and further refined the current units to maintain their relevance to students.

Throughout the year four scientists have worked with students as part of the Scientists in School program. These scientists presented information to students in their specialist's areas: Peter Chandler, Brad Tucker, Liz Williams, James Gilmore, Carmen Whiteley and Jeanette Lindsay. These Scientists provided important insight into careers in science and shared with students their research providing the opportunity for students to get an authentic understanding of how science is forever changing and how it influences society. A number of the scientists also provided individual or class mentoring within our Unicorn program.

Students competed in the ICAS Science Competition, Rio Tinto Big Science Competition and Chemistry Quiz. Students received high distinctions, distinctions and credits in all competitions.

Our Unicorn students received two reports each semester. One which indicated how they performed against the Year Level appropriate Australian Curriculum and one which valued and communicated achievement of what student had studied above and beyond the Australian Curriculum. Year 7 Unicorn classes trialled a telescoped curriculum where they studied the Year 7 and Year 8 Australian Curriculum unit in 2014.

The Gifted and Talented Science and Maths program conducted by ADHS for local primary schools continued for year 4 and 5 students. The students solved complex mathematical problems and participated in inquiry based experimentation to solve problems. They learned about the scientific method and the students and science staff alike thoroughly enjoyed the experience.

The Horticulture program continued to be an elective offered to students in 2014. The animal husbandry unit allowed students to build skills in caring for poultry, rabbits, fish and gain insight into the Dairy Industry through the Cows Create careers program. Students have used the greenhouse to propagate seedlings which were then sold to the school community.

### **Learning Technologies Faculty**

The year 7 students completed one term of Design technology, they delighting in the first year of the new CO<sub>2</sub> car project. Students designed and built both a car and a stand, before racing the cars on the “F1 in Schools” track. The students produced interesting cars, demonstrating both design and construction components. The Scrutineer from F1 who was in the school for the term 4 trials commented on the workmanship and finish of the cars.

In the year 8 Design Technology class – student projects included a kitchen stand, wood turned bowl, novelty peg and metal etched pendant. In the 9/10 elective Wood Technology units projects included coffee tables, bowls, charging stations and one plank projects. The coffee table and lolly jars in particular were created using students’ own design influences, using a range of different timbers and joining techniques and demonstrating the skill and creativity of ADHS students. Construction students applied their practical knowledge in the creation of a footstool doubling as a seat using lamination techniques and a range of different joints commonly used in construction. Students in CAD have continued to demonstrate amazing development and understanding of a highly technical and complex program. Students developed House plans and bus shelters to 3D models and have applied materials to give a realistic view, just like industry standard.

2014 was the first year we introduced F1 as an elective; students in the F1 class used software to model cars that were then sent to ADFA to be specially cut from balsa. Students not only had to design cars to be raced on the “F1 in Schools” track but also had to design the complete package of an F1 team including: sponsorship and marketing.

Digital Photography students continue to impress with their skills in the genres of portraiture, documentary, reportage and creative self-expression. Students in the Publications class applied their design skills to the authentic task of creating the 2014 Yearbook. Using industry standard ICT tools, such as Adobe Photoshop and Adobe InDesign

students collaborated in the team environment, under significant time constraints, to deliver this important publication.

In Information Technology, year 8 Computing students coded their own websites using the HTML5, built, designed and raced robots, dubbed videos and created visual aids for various technological devices. In the year 9 and 10 Information Technology electives the students explored a range of subjects: Web and Apps students coded and designed their own professional and imaginative town website; students in Graphic Design created a range of visual aids for a variety of media types; students in the Programming course built and designed their own web applications such as a calorie convertor calculator, games and other basic accounting and tax applications using the PHP language as their foundation language.

## Progress against School Priorities in 2014

### Priority 1

#### Enhance Growth in Learning Outcomes for all Students

##### Target/s

- 95% of Year 9 students achieving better than expected growth in reading, writing and numeracy, inclusive of ATSI students
- Increase in students reporting they have a voice in matters that affect their learning from 43% to 53%

##### Directorate priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

##### Progress

The first key improvement strategy towards this priority has been *to continue to develop high quality teaching practice at ADHS*. All staff participated in Quality Teaching rounds (QTr); each group comprised four or five staff, each teacher was observed by the group and then the QT framework was accessed to scaffold a discussion and code the lesson by the group. QTr is now embedded practice at ADHS and 100% of staff have undertaken one round in 2014.

Staff were provided with student achievement data from a range of sources for each of their classes. The data included cognitive testing, PAT-R and PAT-M testing, student achievement against the Australian Curriculum standards and anecdotal evidence. This data has been used by staff to differentiate student learning experiences. A professional learning (PL) day at the commencement of the year, followed by three further PL in terms 1, 2 and 3 have supported staff understand the data and identify suitable differentiation strategies to implement in their classrooms.

The effectiveness of this strategy is indicated by 79% of staff reporting they use system data and processes to inform their planning. Just over half the students reported their teachers

recognise their learning needs and support them to achieve remained the same over the two years (55%). This is still an area the school will focus on in the future.

A second key improvement strategy towards achieving this priority was *to increase community partnerships in student learning*. Key to building partnerships is ensuring parents and carers have access to the best possible information. ADHS held two parent forums in 2014 specifically to educate parents on the new online learning management platform called GAFE. These forums were attended by approximately 200 parents. We also ensured that through parent-teacher evenings (twice in the year), the Deakin Digest (12 issued) and individual parent meetings (numerous) we communicated to parents how the Australian Curriculum had changed the way we assess and report on student achievement. Further, a Parent Portal was developed and entry is via the ADHS website. Parents can login to the Google online learning platform (GAFE) to view student learning portfolios. Other communication strategies we currently employ include:

- Comprehensive website, regularly updated
- Our newsletter, The Deakin Digest, is published on the school website three times a term and parents are informed via email
- Tutor Group teachers phone home at the commencement of the school year
- Interest group meetings such as overseas excursion groups
- Twitter, Facebook and G+ streams accessible on the website.
- ADHS YouTube channel – information videos on details of ADHS life.
- Parent-Teacher evenings in terms 1 and 3
- Progress reports are issued in terms 1 and 3.
- End of semester reports are issued in terms 2 and 4.
- Meetings with parents held on request
- Daily check sheets and progress check sheets as negotiated with Year Coordinator
- Emails/phone calls on events, student progress and absences as required.

ADHS considers that the amended efforts to increase community partnerships in student learning have been successful and evidence shows improvements. Parents report a higher satisfaction in feedback in their child's learning (68% in 2014 from 61% in 2013). Eighty two percent of parents also reported they can discuss their concerns with teachers (76% in 2013), 72% that their child's learning needs are being met (66% in 2013) and 61% that the school works with parents to support their child's learning (54% in 2013). Sixty seven percent of parents report community partnerships are valued and maintained. A significant number of parents do not avail themselves of the myriad means in which communication occurs. ADHS will continue to monitor and evolve better means of building partnerships with parents.

**Table ADHS NAPLAN Performance Targets 2014**

Year	Domain	School target	Actual 2014
7	Reading	574 + or – 8	577.6
7	Numeracy	563 + or – 10	566.9
9	Reading	612 + or – 10	610.2
9	Numeracy	610 + or – 10	617.2

Source: SMART data November 2014

Table 1 summarises ADHS NAPLAN targets, set by ETD for 2014, and our progress in meeting the targets across two domains in each of year 7 and 9. In year 7, the targets were exceeded, while in year 9 the target was significantly exceeded in numeracy.

In respect of our school set target of 95% of year 9 students achieving better than expected growth in three domains in NAPLAN, inclusive of ATSI students it appears we were very ambitious. The table below shows while improvements occurred in 2014 these targets, will need to be revised in coming years to be more realistic.

Nevertheless, ADHS is trending higher in reading and in numeracy and has a higher mean in all three domains that the ACT public system means.

**Table: NAPLAN Growth Data for 2014 for Within School matched Year 9 students**

Domain	Less than expected growth (%)	Equal to or better than expected growth (%)	% point diff in Growth from 2013
Reading	38.7	61.3	2.5
Writing	33.5	66.5	-4.7
Spelling	29.5	70.5	13.5
G&P	42.3	57.7	-6.0
Numeracy	23.4	76.6	17.8

Source: SMART data, December 2014

Our significant work on reforming the Maths curriculum over two years is reflected in results in NAPLAN for year 9 numeracy (see table below) showing a 17.8 percentage point difference in growth for students who were here both in year 7 and in year 9 from 2012. This growth can be attributed to introducing *Maths Online*, the introduction of the Australian Curriculum and careful consideration of how we assess and provide feedback to students.

Similarly, the 13.5 percentage point difference in growth for spelling is attributable to the introduction of key learning programs, such as *Language Perfect*, to improve student performance in spelling. The focus in 2015 will be on reading, and ADHS is undertaking an Action Inquiry Program with Accepting the Challenge and engaged with Principals as Literacy Leaders program to build on strategies already being implemented to improve student performance in this domain.

ADHS is delighted that 52% of students reported they have a voice in matters that affect their learning. We set our target at 53%, and while the target could have been better identified against our second Priority, this result is evidence that the significant initiative to improve student voice on matters concerning students – governance, learning environments, infrastructure and safety – have had an impact.

## Priority 2

### Deepen and Broaden Students' Social and Emotional Skills

#### Targets

- 100% of staff demonstrating an understanding of Social and emotional Learning (SEL)
- Increase in the Global HRQoL (Quality of Life) score from 76.3 (+/-13) to 80 (+/-10)
- Increase by 10% the proportion of students who can address with a staff member concerns around the misuse of IT

#### Directorate priority areas covered with this priority

Inspirational teaching and leadership; High expectations; High performance

#### Progress

The first key improvement strategy in this priority was to *enhance understanding and practice of social and emotional learning (SEL) across the school*. To this we needed to establish a common understanding of SEL and its link to improving student learning outcomes. Staff meeting (PLC) Professional Learning Community opportunities were utilised to build staff capacity in SEL during first, second and third terms. Staff also identified a range of strategies that they bring to their teaching that build student self awareness, self management, social awareness, relationship skills and responsible decision making.

The PLC sessions afforded all staff the opportunity to present to their colleagues an SEL strategy used in a learning experience. During professional discussions with supervisors staff also had the opportunity to provide evidence of the use of SEL in their teaching practice.

The proportions of students who consider the school is preparing students to be good citizens remain unchanged, as did the proportion of students' perception of being treated students fairly. In 2014, 55% of students reported their teachers were taking their concerns seriously (from 47% in 2013) and 49% reported that management of student behaviour is effective (from 43 in 2013). Despite our initiatives 51% of students responded they had an adult to talk to if they have a problem, down from 55% in 2013.

A second key improvement strategy for this priority was to increase and deepen *opportunities for student voice in school governance*. In 2014, the Student Representative Council SRC has been restructured to better address the needs of the student body. We have had two areas of focus and the SRC was divided into groups to reflect this focus – Student Voice and our role in the Network. The SRC were instrumental in leading Student

Voice forums and deciding on changes to be made based on this student feedback. The Network also had a 'pay it forward' initiative, in which we actively participated.

Student Forums were used as model to consult with students to allow for effective representation on school issues. Student forums were held with the Principal, with the Senior Leadership team, and in year groups - the latter responding to a survey held in Tutor Group and then representing in a larger year group through Pastoral Care. School issues identified were collated and over the course of the latter half of the year, have been addressed. Students have been regularly informed on progress through the Principal's address at assemblies.

These actions by the school community have produced an 8% point increase in the proportion of students reporting the school takes their opinions seriously (from 47% in 2013 to 55% in 2014) and 50% of students report they can suggest changes to the student environment (up from 38% in 2013). The success indicator, that the school looks for ways to improve, was unchanged from its already high level of 78% in 2013.

At ADHS, we are committed to educating students to become confident digital citizens. To help achieve this, from 2014, each year 7 student was required to complete the newly designed and developed ADHS Pre-Digital Citizenship course - A series of online modules which students work through at their own pace, with expected completion by the end of week 6, term 1. These modules are designed to educate students about behaving responsibly online. We also encouraged parents (and staff) to explore these modules with their children and discuss the issues raised. Approximately 60% of all year 7 students completed the online course in the time frame expected. In 2015 we are working towards a 100% of year 7 students completing the course by the end of term 1.

A Wellbeing team was established at the start of 2014. It has identified as the SWOT Team – Student Wellbeing and Opportunity Team. The team consists of the Year Coordinators, the Counsellor and a representative from each faculty. The team has had the focus on increasing the use of Social and Emotional Learning (SEL) strategies across the school.

SWOT have led the development of new strategies in faculties and in staff meetings, modelled strategies and directed conversations on sharing successful lessons with their faculty staff. A walkthrough of ADHS provides evidence across the school of SEL strategies being used in classrooms. We will develop an extensive checklist of strategies to use in teaching and learning in 2015.

In terms of targets for Priority 2

- School Leaders report that in annual professional discussions all staff could provide evidence of an understanding of SEL
- Year 7 and 8 ADHS students undertook a survey measuring their Global HRQoL (Health Related Quality of Life) in 2012 (Baseline) and again in 2014 (Follow-up) as part of the two year research project *It's Your Move* conducted in partnership with ACT Health and Deakin University. At the time of writing this report we do not have the results for inclusion.
- In 2014 there has been a significant proportion of students reporting how to proactively enhance their safety online. 89% of the 636 respondents in 2014

reported understanding how to using privacy settings and 70% reported actually adjusting privacy settings. This is up from 55% in 2013.

- Students have indicated they have a clear understanding of what cyberbullying is. Importantly, there has been an increase in the percentage of students who report that they do know an adult at ADHS to talk to if they have concerns about misuse of ICT. 75% of the 2014 respondents compared to 55% of respondents in 2013 have known who to go to with these concerns.

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$870.

### Voluntary contributions

This school received \$34,156 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

### Reserves

Name and purpose	Amount	Expected Completion
Science Lab 6 – Storeroom	\$25,000	January 2015
Bus Replacement	\$55,000	2015-2016
Staffing	\$25,000	Ongoing – 2015
Infrastructure Improvements	\$50,000	2015
School Development Plan	\$16,000	2 year plan 14/15
Furniture/Equipment- Staff/Classrooms	\$16,000	Ongoing – 2015
Painting throughout School	\$20,000	2015

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	772408
Voluntary contributions	34156
Contributions & donations	12362
Subject contributions	66598
External income (including community use)	25195
Proceeds from sale of assets	0
Bank Interest	23333
<b>TOTAL INCOME</b>	<b>934052</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	210055
Cleaning	174510
Security	17416
Maintenance	114005
Mandatory Maintenance	1412
Administration	14615
Staffing	0
Communication	32119
Assets	72092
Leases	4531
General office expenditure	62329
Educational	63389
Subject consumables	57887
<b>TOTAL EXPENDITURE</b>	<b>824360</b>
<b>OPERATING RESULT</b>	<b>109692</b>
<b>Actual Accumulated Funds</b>	<b>100227</b>
Outstanding commitments (m	11235
<b>BALANCE</b>	<b>198684</b>

## Endorsement Page

I declare that the Alfred Deakin High School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Dr. Lara Bishop,	Dr. Ian Brown,	Robert Swain
Community Representative			
Teacher Representative	Fatima Beyroutieh	Jeanette de Smet	
Student Representative:	Jonah Lafferty, Hamish Williams		
Board Chair:	Dr. Lara Bishop		
Principal:	Ms. Belinda Bartlett		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2014.

Principal Signature:  Date: 3/03/2015

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

Board Chair Signature:  Date: 27/2/15