



UC Senior Secondary College Lake Ginninderra Annual School Board Report

Annual School Board Report 2019



This page is intentionally left blank.

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

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2020

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Outcomes for College Students	6
Post School Destination	7
Financial Summary	8
Voluntary Contributions	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

Reporting to the community

Schools 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
- newsletters
- other sources such as My School.

Summary of School Board activity

The school board worked with the Acting Principal to reduce financial and Outdoor Education curriculum risk for the school with the cooperation of the P&C, the P&C Council and the Education Directorate. Members of the Board represented the broader UC SSC Lake Ginninderra community in providing information to the School Review team in 2019. Recommendations of the School Review team contributed to the development of the School Strategic Plan 2020-2024. In the second half of the year a school board representative was part of the selection process to appoint a substantive principal for UC SSC Lake Ginninderra. The board congratulates Melissa Planten on her appointment and welcomes her to the College community. The board would also to thank Gerard Barrett for his leadership during the interim period and congratulates Martin Watson on his appointment to Executive Director of the ACT Board of Senior Secondary Studies.

School Context

The University of Canberra Senior Secondary College Lake Ginninderra (UC SSC LG) is a centre of excellence for teaching and learning, specialising in the education of Year 11 and 12 students. Staff are dedicated to equipping students for the future, working with them, their families, and outside institutions to provide the best in senior secondary education. Situated on the shores of Lake Ginninderra, the college is centrally located and in close proximity to the facilities of the University of Canberra (UC), Australian Institute of Sport (AIS), Australian National University (ANU) and the CSIRO. Students are drawn from high schools in the ACT, the Australian Institute of Sport (national scholarship athletes), International Private Students, and Overseas Exchange Students.

The college provides a modern and well-resourced learning environment, offering students more than sixty courses of recognised study. Student pathways are supported by achievement in traditional subject areas and complemented by a diverse range of other curriculum options and opportunities for extension and enrichment. At UC SSC LG we have a commitment to excellence in education that provides students with the skills and enthusiasm for a life of learning. The University of Canberra and the college pioneered an innovative partnership in 2011, focusing on new ways of thinking about providing and delivering education. Sharing resources, strategies, research and practice, the partnership strengthens teaching and learning initiatives at the college. The college is nationally renowned for its Outdoor Education Program which has strong environmental, adventure and cultural emphases. The program develops leadership and practical outdoor skills, and it produces and nurtures confident young people ready to take on leadership roles and to work productively as members of a team.

In partnership with the AIS, ACT Academy of Sport, and other ACT sporting bodies, the college has a strong Elite Sports Program. This program is unique in Australia, and the college boasts many Olympians, Paralympians and hundreds of Australian sporting representatives among its alumni. The

Academic Excellence Program provides extensive opportunities for gifted and talented students. Specifically designed to provide extension opportunities, this innovative program includes seminars, special events, visits to tertiary institutions and other organisations throughout the two years of college. Structured support operates to assist with the transition from high school to college. Entry is by application and interview.

The college also offers extension opportunities in leadership through the Student Community Group. Creative arts are a strong element of our school community, including events such as the annual musical, which draws performers, musicians and designers from across the school and its neighbours. The broad range of creative arts opportunities encourage our students to act, sing, dance, play, direct, produce, draw, paint, sculpt, film, edit, write and more. Technical skills and expertise are developed through participation in major and smaller productions throughout the year.

Pastoral care programs at the college support the personal development of students. During their two years at college, students are assisted by the Student Services team, teachers and the college community in their educational and personal growth as they work towards and choose pathways to their future success. Our college community values and fosters connection, innovation and impact. We are committed to the success of our students and staff and to working harmoniously and productively with others. UC SSC LG prepares young people for a life where they will connect, innovate and have an impact.

Student Information

Student enrolment

In this reporting period there were a total of 629 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	329
Female	300
Aboriginal and Torres Strait Islander	28
LBOTE*	136

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
10	88.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

The table above represents Year 10 attendance for one student, a member of the NBA International Basketball Academy, studying at the College.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	37.66
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Full Time Equivalent	18.95

Source: ACT Education Directorate, People and Performance Branch

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2019. A copy of the Report of Review 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 87% of parents and carers, 96% of staff, and 78% 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 50 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	80
Staff get quality feedback on their performance.	53
Student behaviour is well managed at this school.	88
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	96
Students like being at this school.	84
Students' learning needs are being met at this school.	94
Teachers at this school expect students to do their best.	94
Teachers at this school motivate students to learn.	98
Teachers at this school treat students fairly.	98
Teachers give useful feedback.	92
This school is well maintained.	86
This school looks for ways to improve.	96
This school takes staff opinions seriously.	84
This school works with parents to support students' learning.	86
Teachers give useful feedback.	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 141 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	
I can talk to my child's teachers about my concerns.	85
My child feels safe at this school.	89
My child is making good progress at this school.	76
My child likes being at this school.	85
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	77
Teachers at this school motivate my child to learn.	82
Teachers at this school treat students fairly.	82
This school is well maintained.	82
This school looks for ways to improve.	70
This school takes parents' opinions seriously.	70
This school works with me to support my child's learning.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 351 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers give useful feedback.	74
I can talk to my teachers about my concerns.	67
I feel safe at this school.	78
I like being at my school.	68
My school gives me opportunities to do interesting things.	81
My school is well maintained.	78
My school looks for ways to improve.	76
My teachers expect me to do my best.	87
My teachers motivate me to learn.	75
Staff take students' concerns seriously.	76
Student behaviour is well managed at my school.	67
Teachers at my school treat students fairly.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving an ACT Senior Secondary Certificate (ACT SSC) and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

Table: Year 12 outcomes for students by percentage

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	86.25
Receiving an ACT Senior Secondary Certificate	86.25
Receiving an ATAR	30.48

Source: Board of Senior Secondary Studies

Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in this reporting period. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Comparison of post school destinations for students by percentage

Outcome	College	ACT
University	25.7	43.3
CIT/TAFE	11.9	11.6
Other training provider	6.4	4.6
Deferred Studies	34.8	29.5
Employed	78.0	75.2
Not studying or employed	6.4	7.2

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	461983.17	356718.61	818701.78
Voluntary contributions	18930.00	10981.72	29911.72
Contributions & donations	9222.20	2239.50	11461.70
Subject contributions	5810.01	8751.64	14561.65
External income (including community use)	25200.20	43984.65	69184.85
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	12879.16	11536.81	24415.97
TOTAL INCOME	534024.74	434212.93	968237.67
EXPENDITURE			
Utilities and general overheads	92940.52	127195.57	220136.09
Cleaning	88743.24	0.00	88743.24
Security	30.00	1014.74	1044.74
Maintenance	56543.23	47576.12	104119.35
Administration	28578.15	12670.65	41248.80
Staffing	12558.40	30972.10	43530.50
Communication	12761.58	7961.99	20723.57
Assets	41707.57	42709.03	84416.60
Leases	3526.80	7466.74	10993.54
General office expenditure	84237.10	47324.05	131561.15
Educational	46768.05	25710.77	72478.82
Subject consumables	12713.19	11318.78	24031.97
TOTAL EXPENDITURE	481107.83	361920.54	843028.37
OPERATING RESULT	52916.91	72292.39	125209.30
Actual Accumulated Funds	312807.99	831166.11	461166.11
Outstanding commitments (minus)	-21263.45	0.00	-21263.45
BALANCE	344461.45	903458.50	565111.96

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
9911-000-00 – College Bus Maintenance Ongoing reserves for repairs and maintenance of buses used for school excursions	\$30,000.00	Ongoing
9912-000-00 – Computer Purchase 2021 Upgrading/replacing aging chromebooks and computer labs for students	\$70,000.00	2021
9916-000-00 – Boatshed Replace/Maintenance Ongoing reserves for work to be undertaken as needed in boatshed for outdoor education programs	\$20,000.00	Ongoing
9917-000-00 – Staffing Debt To allow adequate staff to fulfill student needs with enrolment variations	\$250,000.00	2021/22
9918-000-00 – Paint, Carpet, Foyer General work to update the school, including planned upgrade of front office to improve safety of all visitors and work efficiency.	\$90,000.00	2021

Endorsement Page

Members of the School Board

Parent and Community Representative(s):	Robert Edwards	Fiona Toms	Michael Hicks
Community Representative(s);	Anthony Perkovic		
Teacher Representative(s):	Chris Jones	Rebecca Gill	
Student Representative(s):	Emily Hitchman	Naris Suwanmuk	
Directorate appointed member(s)	Vacant		
University of Canberra appointed member(s)	Vacant		
Board Chair:	Emily Hitchman		
Deputy Board Chair;	Fiona Toms		
Principal:	Melissa Planten		
Deputy Principal, Acting Principal	Gerard Barrett		

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

Board Chair Signature: Michael Hicks

Date: 27/06/2020

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: Melissa Planten

Date: 28/06/2020