

UC Senior Secondary College Lake Ginninderra

Annual School Board Report
2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.lakeonline.act.edu.au>.

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School Board Chair Report

The College Board works to support the principal and the college staff in the provision of a broad range of relevant and engaging educational options for students. The College Board considered a number of items in 2016 which contributed to engagement of students and parents with the College in education and in decision making at the College.

- The establishment of a Learning Support Unit (LSU) to provide education options for otherwise disadvantaged students
- The hosting of an international conference at the college in 2017 – Global Classroom
- A delegation from the Student Voice group in the college regarding the Safe Schools initiative
- Continuation of the evening college program LakeNite Learning as the only school based recreational classes available in Canberra

On behalf of the Board I would like to formally thank the professional work of the Executive, teachers and support staff in contributing to the successful running of the College and for enriching the lives of students each day. I would also like to thank the students for their engagement with the College including the Board, their hard work in class and in representing the College and their contribution to the positive culture that is UC Senior Secondary College Lake Ginninderra.

Context

The significant change in the student demographic is the enrolment of a new cohort of Football Federation Australia Centre of Excellence students in year 10 and year 11. The retention of the Football Federation Australia Centre of Excellence students in year 11 in 2015 for year 12 in 2016 after the completion of their scholarships was also significant. These students completed their senior secondary certificate requirements via flexible learning options.

Typically the college profile at the August Census is that year 11 exceeds year 12 in numbers. This is due in part to students completing the requirements for a senior secondary certificate at the end of semester one, which concludes in July, and leaving school. It has been a characteristic of the college that the number of male students exceeds the number of female students at each Census. In 2016 the numbers of male and female students are closer to an even division. Students continue to be drawn from a wide range of schools each year. This is partly due to the presence of International Private Students (IPS) and national sports federation students who are in training in centre of excellence programs at the AIS. It is also partly due to the location of the college on a bus transport corridor which makes the college a convenient destination for all students who are resident in Belconnen.

Student Information

Student enrolment

In 2016 there were a total of 612 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	326
Female	286
Indigenous	12
LBOTE	120

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
10	89.0
11	88.0
12	85.0

Source: Planning and Analytics, December 2016

School attendance is managed positively with an emphasis on a student attending college classes to achieve personal, academic and vocational development. Each student is a member of a Student Group (SG) which meets weekly with a teacher week to receive information including attendance data; students are encouraged develop a relationship with the teacher to support success. A male and a female year co-ordinator are allocated to each of year 11 and year 12. These teachers have a role in monitoring attendance centrally in the student services area. The SG teacher will follow up unexplained absences with parents/carers when a pattern becomes evident. Attendance data is entered during each class by teachers. Parents who install a smartphone app used by the college receive short messaging service (SMS) alerts at the time an absence is recorded. Email or SMS messages are also sent to inform parents/carers without the smartphone app that a student has missed a class. Twice each term Attendance and Assessment alerts are sent home to inform parents of concerns with attendance and/or assessment and to invite contact with the school. If attendance issues are prolonged, a meeting is initiated by year co-ordinators to work with parents/carers and the student to make a plan which will enable the student to attend school and continue their education. The school psychologist and outside agencies may also be involved to maximise available assistance. This may include helping parents seek an exemption certificate. In the event of attendance not being resumed or a certificate obtained, the Education and Training Directorate will be informed.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	76

Source: Teacher Quality Institute, 16 December 2016

All teachers possess an appropriate teaching qualification to meet registration requirements. The number of teachers with postgraduate qualifications has increased by 9% on the figure reported in the 2015 Board Report. The college encourages and supports teachers to gain relevant qualifications such as vocational certificates to maintain currency in their teaching areas.

Workforce composition

The 2016 workforce composition of UC Senior Secondary College Lake Ginninderra 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	52
Teaching Staff: Full Time Equivalent	48
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	11

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

There is one indigenous staff member at this school.

The teaching staff profile comprises a mix of full time permanent officers, part time permanent officers, full time temporary (contract) officers, and part time temporary officers. The mix varies from one semester to another depending on factors such as the number of full time permanent officers on short and long term leave, return to work arrangements for full time officers who have been on leave, the availability of full time permanent officers to fill vacancies and deliberate choice by officers to work part time. The total of the full time equivalent numbers best represents the number of teachers available to take classes. Non-teaching positions have a similar mix of officers.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 3,100 hours.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

UC Senior Secondary College Lake Ginninderra will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools 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 2016 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) took part in an online survey.

Overall Satisfaction

In 2016, 87% of parents and carers, 91% of staff, and 76% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 59 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	91
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	91
This school is well maintained.	81
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	75
Students like being at this school.	88
This school looks for ways to improve.	85
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	86
I receive useful feedback about my work at this school.	64
Staff are well supported at this school.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 47 parents who took part in the survey are tabled below.

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 at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	85
This school is well maintained.	87
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	79
My child likes being at this school.	89
This school looks for ways to improve.	79
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 329 students who took part in the survey are tabled below.

Table: Proportion of students in years 11 to 12 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	84
My teachers provide me with useful feedback about my school work.	72
Teachers at my school treat students fairly.	72
My school is well maintained.	64
I feel safe at my school.	73
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	53
I like being at my school.	64
My school looks for ways to improve.	66
My school takes students' opinions seriously.	60
My teachers motivate me to learn.	65
My school gives me opportunities to do interesting things.	74

Source: 2016 School Satisfaction Surveys, August/September 2016

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

Table: Proportion of agreement with class survey items by students in years 11 to 12

Class survey item	(%)
My teacher makes learning enjoyable.	76
What I learn in this class is useful to me in my real life.	68
In this class we learn a lot every day.	79
When the work is too hard, my teacher helps me to keep trying.	78
My teacher accepts nothing less than my best effort.	83
My teacher knows when we understand the lesson and when we do not.	73
If I don't understand something, my teacher explains it in a different way.	76
My teacher explains difficult things clearly.	78
Students feel comfortable about sharing their ideas in this class.	77
My teacher respects my opinions and suggestions.	85
My teacher talks to me about my work to help me to understand my mistakes.	75
My teacher cares about me.	79
My teacher would notice if something was bothering me.	62
Our class stays busy and does not waste time.	71
Students in this class treat the teacher with respect.	84
My teacher respects my cultural background.	88
My teacher respects me as an individual.	88
Students in this class respect each other's differences.	85
In this class, I feel like I fit in.	79
I ask for help when I need it.	71

Source: 2016 semester 2 college unit survey, November 2016

The school satisfaction survey data refers to student, parent and staff satisfaction with the school. Class survey data is collected from students at the end of semester one and semester two and is a survey about each class they have taken. The data complements the satisfaction survey data with items aimed particularly at the teaching of a class. The item My teacher accepts nothing less than my best effort in the class survey has a similar score to the national opinion item My teachers expect me to do my best which indicates reliability in the school based data.

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 is available on the school website.

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 a Year 12 Certificate 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

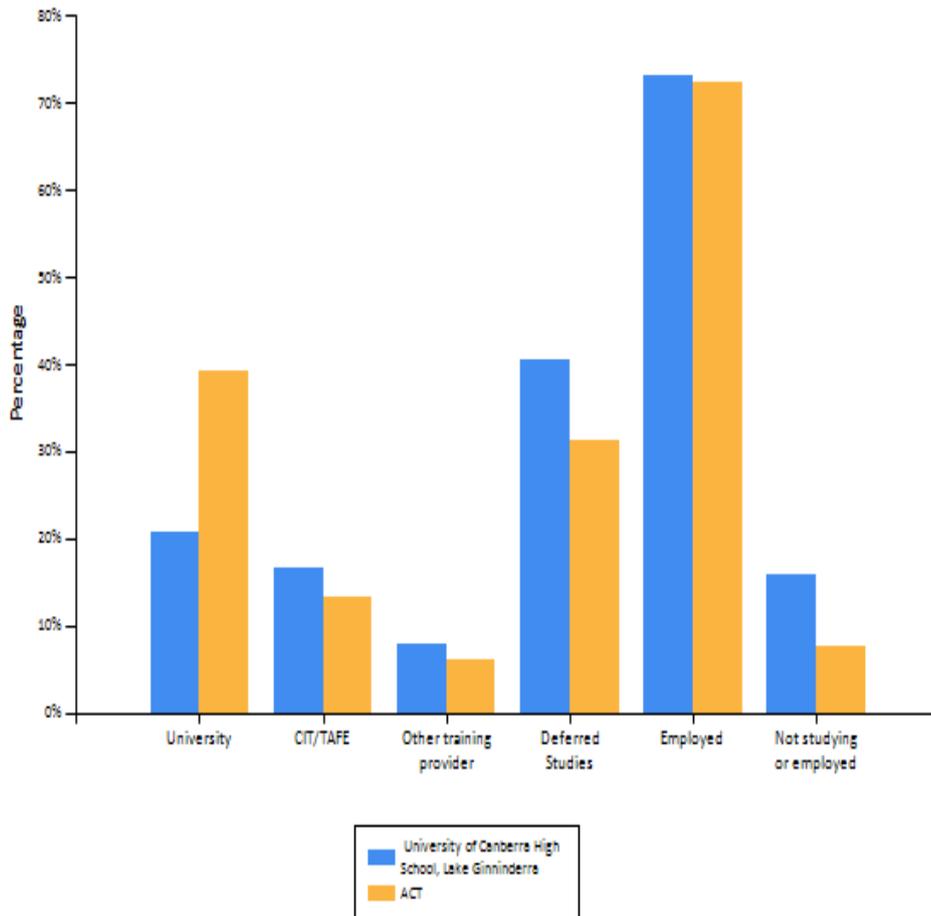
Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	83.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	83.00
Percentage of year 12 students receiving an ATAR	33.00

Source: Board of Senior Secondary Studies 2016

Post School Destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2016. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Year 12 Outcomes for Students 2016



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	20.6	16.7	7.9	40.5	73.0	15.9
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

In the Arts curriculum area during 2016, the college retained a strong performance focus conducting in the College theatre the musical production “Footloose” with a live orchestra, a play “A Murder is Announced” to large audiences after the finish of classes for the year, contributing two acts to the annual event Dance Fest in the Canberra Theatre and providing a talent quest outlet as well as a formal Arts Night Showcase for other performers which included circus, solo dance and a range of singing including opera. In addition student work in visual arts and fashion was exhibited at Arts Night and a record number of the works were selected for a further month-long exhibition in the College Express exhibition at the Belconnen Arts Centre.

In the Mathematics curriculum area students were tested in national competitions such as the Australian Mathematics competition and in regional contests such as the ANU’s annual Mathematics Day. The Science curriculum area reached out to primary school students and hosted them at the college to participate in competition to show their skills in designing water-propelled rockets and solar ovens. College science students learned the practical side of sustainability in Clean up Australia for Schools where a significant weed load was removed from the wetlands between the College and Lake Ginninderra. In the ESL and International Student area of the curriculum the College provided an extensive end of year program for International students for the ninth consecutive year.

The Physical Education curriculum area managed a large sports development program for talented students which provided opportunities for students to participate in a wide variety of sports via one day carnivals and inter school competitions. The college boys’ basketball team reached the semi-finals of the National Schools Championship which the College won in 2015. The college boys’ volleyball team became National Schools Champions. This team was the first ACT school team to win since the 1990’s. The boy’s football (soccer) team won the ACT College Championship for the second successive year. Students in the sports development program were taken to a sports high school (Maribyrnong) in Victoria for a tour of facilities and a range of friendly contests where results were shared between the schools. Students in Australian Teams were closely managed to maintain their academic results whilst developing their sporting careers. Teachers in the PE area also coached and managed ACT teams at national championships in Water Polo, Golf and Volleyball.

In the Outdoor Education curriculum area the emphasis was on learning outside the classroom. The practical skill level reached by students is indicated by the twenty recipients of a nationally recognised vocational Certificate II in Outdoor Recreation. Two trainees who were former students of the college achieved Certificate III in working with the college and its students. The field trips which exceeded 100 days especially the highly successful excursions to the Barrier Reef and Nullarbor caves developed student self-reliance and leadership in a way which cannot be taught in a classroom setting. The lead teacher in the program was recognised as the ACT Vocational Education Teacher of the year.

In other vocational areas such as timber, metal, automotive and hospitality students benefitted from improved access to modern equipment with the opening of the Belconnen Regional Trades Skills Centre. A teacher in these programs was recognised as the Technology new teacher of the year. Students in Design and Information Technology participated successfully in a range of external competitions where their skills could be judged on a larger scale than the College.

Progress against School Priorities in 2016

Below is UC Senior Secondary College's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version

- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self-management funds	443516.73	470158.86	913675.59
Voluntary contributions	25550.00	8820.00	34370.00
Contributions & donations	10953.64	3984.32	14937.96
Subject contributions	5985.00	8319.00	14304.00
External income (including community use)	13641.30	8005.29	21646.59
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	10080.18	9922.36	20002.54
TOTAL INCOME	509726.85	509209.83	1018936.68
EXPENDITURE			
Utilities and general overheads	97775.31	110198.50	207973.81
Cleaning	80002.50	82906.50	162909.00
Security	9711.65	6518.00	16229.65
Maintenance	20566.62	125936.54	146503.16
Administration	3462.60	2334.30	5796.90
Staffing	0.00	6852.00	6852.00
Communication	29932.08	10773.38	40705.46
Assets	87336.88	20350.15	107687.03
Leases	6333.02	6333.68	12666.70
General office expenditure	72612.42	35716.33	108328.75
Educational	24910.76	30212.83	55123.59
Subject consumables	17684.86	3315.09	20999.95
TOTAL EXPENDITURE	450328.70	441447.30	891776.00
OPERATING RESULT	59398.15	67762.53	127160.68
Actual Accumulated Funds	289847.79	4021.52	293869.31
Outstanding commitments (minus)	-13191.38	-19934.47	-33125.85
BALANCE	336054.56	51849.58	387904.14

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$663.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
College buses for large expenses relating to the maintenance of the buses donated by the P&C. Cost of excursions to students reduced.	\$45 000	12/2018
Student computer lease for computers reaching end of life on network. Students able to access class materials.	\$60 000	12/2017
Gym/Theatre Floor Maintenance for large costs short of replacement. Facilities remain available for student and community use.	\$25 000	12/2018
Photocopier replacement. To be re-allocated reflecting 2017 printing arrangements.	\$15 000	06/2017
Joint School/Boatshed repairs and enhancements to maintain community facility.	\$25 000	12/2019

Endorsement Page

I declare that the University of Canberra Senior Secondary College, Lake Ginninderra Board has operated in accordance with the provisions of the ACT *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:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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:
- a) be present when the board considers the issue or
 - b) 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(s):	Everard Figueiredo	Elizabeth Mallet	Steve Sant
Teacher Representative(s):	Gerard Barrett	Philip Dunne	
Student Representative(s):	Anthony Perkovic	Travis Matterson-Blogg	
Board Chair:	Steve Sant		
Principal:	Martin Watson		

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 2016.

Principal Signature:  _____ Date: 22 / 05 / 2017

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

Board Chair Signature:  _____ Date: 22 / 05 / 2017