



UC High School Kaleen

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.kaleenhs.act.edu.au>.

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School Board Chair Report

The School Board continued its role within the school community to monitor the budgets and the education aspirations of the School Plan. Two bright young student members and two enthusiastic teachers joined with three diligent parent reps, the Principal and Finance Manager to fulfil this role. I must say, having more continuity in the school executive this year compared to 2015 meant new programs could be implemented with a minimum of disruption. Thank you to all Board members for their interest and forthright discussion at Board meetings. And well done to UCHS Kaleen for a successful year.

Context

The school population rose by five percent during 2016; there was no significant demographic changes, with 6 percent of students from Indigenous backgrounds and 20 percent from LBOTE.

Student Information

Student enrolment

In 2016 there were a total of 278 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	148
Female	130
Indigenous	16
LBOTE	55

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 %
7	88.0
8	86.0
9	85.0
10	85.0

Source: Planning and Analytics, December 2016

If a student is absent at the start of the school day, a text message is sent to a parent or carer, notifying them of the absence. Absences of 3 consecutive days without contact from home will trigger a phone call to parents/carers from the student services area. Continual unexplained absences will be met with a formal letter to the household, and a meeting arranged with parents or carers to seek understanding and put supports in place for the student.

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	65

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of UC High School Kaleen 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	31
Teaching Staff: Full Time Equivalent	29
Non Teaching Staff: Head Count	20
Non Teaching Staff: Full Time Equivalent	15.8

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

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 207.

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.

UCHSK will be reviewed in [INSERT YEAR OF REVIEW]. 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, 67% of parents and carers, 76% of staff, and 69% 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 34 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.	94
Teachers at this school provide students with useful feedback about their school work.	82
Teachers at this school treat students fairly.	76
This school is well maintained.	68
Students feel safe at this school.	68
Students at this school can talk to their teachers about their concerns.	88
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	47
Students like being at this school.	79
This school looks for ways to improve.	97
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	88
Students' learning needs are being met at this school.	70
This school works with parents to support students' learning.	82
I receive useful feedback about my work at this school.	68
Staff are well supported at this school.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 46 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.	85
Teachers at this school provide my child with useful feedback about his or her school work.	72
Teachers at this school treat students fairly.	80
This school is well maintained.	80
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	78
Student behaviour is well managed at this school.	62
My child likes being at this school.	80
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	64
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	57
This school works with me to support my child's learning.	61

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 216 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	67
Teachers at my school treat students fairly.	54
My school is well maintained.	59
I feel safe at my school.	62
I can talk to my teachers about my concerns.	50
Student behaviour is well managed at my school.	38
I like being at my school.	62
My school looks for ways to improve.	73
My school takes students' opinions seriously.	53
My teachers motivate me to learn.	64
My school gives me opportunities to do interesting things.	71

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>).

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

NAPLAN assessment

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

In 2016, 6.00 % 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 results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: University of Canberra High School, Kaleen 2016 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	551	558	574	601
Writing	493	519	518	557
Spelling	529	546	557	590
Grammar & Punctuation	546	552	561	588
Numeracy	538	556	557	597

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

The school has continued to provide a strong curriculum and wide range of experiences for students in the area of performing arts. Our student debating team also achieved good results with strong representation at ACT debating events.

Progress Against School Priorities in 2016

Below is UCHSK'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.

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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	283010.40	263955.62	546966.02
Voluntary contributions	5500.00	2300.00	7800.00
Contributions & donations	4225.00	1457.50	5682.50
External income (including community use)	16136.61	25474.64	41611.25
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6887.98	6208.72	13096.70
TOTAL INCOME	315759.99	299396.48	615156.47
EXPENDITURE			
Utilities and general overheads	68864.39	121582.46	190446.85
Cleaning	42437.90	51930.03	94367.93
Security	2151.20	5003.81	7155.01
Maintenance	52320.82	67962.93	120283.75
Administration	29946.72	46483.29	76430.01
Staffing	0.00	0.00	0.00
Communication	14251.31	4994.08	19245.39
Assets	-8828.90	43676.36	34847.46
Leases	0.00	0.00	0.00
General office expenditure	17097.11	25435.61	42532.72
Educational	9471.95	11208.23	20680.18
TOTAL EXPENDITURE	227712.50	378276.80	605989.30
OPERATING RESULT	88047.49	-78880.32	9167.17
Actual Accumulated Funds	123916.97	277382.64	192412.64
Outstanding commitments (minus)	-16930.44	0.00	-16930.44
BALANCE	195034.02	198502.32	184649.37

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$802.68.

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
Reserve Professional Directorate Staff Additional Counsellor / Psychologist time over that which the department provide.	\$16120.90	12/18
Reserve Teaching Staff 16/17 Additional teachers support if required.	\$49624.00	12/17
Reserve External Landscaping External landscaping under the Beautification process.	\$15454.55	02/17
Reserve Admin Staffing Admin Staffing / Upgrade to positions.	\$35346.00	12/17
Reserve Special Ed Resources Special Education Equipment/Resourcing	\$8000.00	12/17
Reserve Band Program Support of Band Program Staffing.	\$17245.48	12/17

Endorsement Page

I declare that the University of Canberra High School, Kaleen 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.

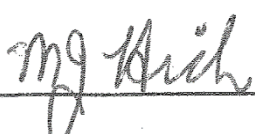
Members of the School Board

Parent Representative(s):	Michael Hicks	Janelle Kennard	Frances Green
Teacher Representative(s):	Janet Richardson	Cameron Major	
Student Representative(s):	Ella Frampton	Lauren Riddle	
Board Chair:	Michael Hicks		
Principal:	Lana Read		

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: 09 / 05 / 2017

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

Board Chair Signature:  Date: 09 / 05 / 2017