



Calwell High School

Annual School Board Report 2018



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

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2018 was the final year of our Strategic Plan and we were reviewed in August. Over the four years, we have made significant progress towards the priorities of its Strategic Plan. These are:

- Improving literacy and numeracy
- Strengthening teaching and learning
- Building a positive school culture.

In 2017, the focus upon personalized student learning, differentiated models in classes and an emphasis on teacher pedagogy was prioritized. In 2018 this work has been consolidated. Teacher Professional Learning Communities (PLCs) met regularly to review student progress and develop strategies that would deliver further growth in achievement using the Quality Teaching model (QTm) and formative assessment.

Each year we have seen a number of staff changes and the school has supported new teachers through an induction process, by providing mentoring and coaching to build their capacity. The school also continued its emphasis on student well-being, relational values and restorative practices. Our work embedding the Positive Behaviours for Learning Framework (PBL) since 2015 has been consolidated at the whole school level and has delivered significant improvement in student behaviour. The school progressed to Tier 2 work which focused on explicit classroom strategies.

Cultural shift, and a focus on “Every student thriving and succeeding every day”, has empowered students and built pride in the school. Communications pathways for students have been established and social media communication and whole school meetings began in 2014, continue to be embedded features of the school.

School Context

Since 2017 the composition of our Priority Enrolment Area (PEA) demograph has remained consistent. Calwell is very much a community school with the majority of enrolments coming from our three feeder primary schools: Richardson, Theodore and Calwell. However, data collected from

Open Nights and through enrolment inquiries, has indicated growing interest from families beyond our PEA. It is encouraging to see families choosing Calwell High School on its merits and not just location.

Calwell is one of two secondary settings in South Canberra exclusively designated for NSW enrolments. Over the last 12 months since the Directorate's policy to enrol NSW students we have not seen any significant impact on our demography.

Student Information

Student enrolment

In 2018 there were a total of 366 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	199
Female	167
Aboriginal and Torres Strait Islander	17
LBOTE*	45

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
7	84.0
8	84.0
9	83.0
10	79.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with

regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	24.00
Teaching Staff: Full Time Equivalent Temporary	8.00
Non Teaching Staff: Full Time Equivalent	11.05

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT)

as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school was reviewed in 2018. A copy of the Review Report Summary can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 73% of parents and carers, 66% of staff, and 53% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 46 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	89
Teachers give useful feedback.	77
Teachers at this school treat students fairly.	96
This school is well maintained.	80
Students feel safe at this school.	58
Students at this school can talk to their teachers about their concerns.	87
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	43
Students like being at this school.	65
This school looks for ways to improve.	87
This school takes staff opinions seriously.	70
Teachers at this school motivate students to learn.	76
Students' learning needs are being met at this school.	57

This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	80
Staff are well supported at this school.	72

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 112 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	84
Teachers give useful feedback.	71
Teachers at this school treat students fairly.	74
This school is well maintained.	81
My child feels safe at this school.	72
I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	52
My child likes being at this school.	75
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	69
Teachers at this school motivate my child to learn.	67
My child is making good progress at this school.	65
My child's learning needs are being met at this school.	63
This school works with me to support my child's learning.	71

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 257 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	83
Teachers give useful feedback.	51
Teachers at my school treat students fairly.	40
My school is well maintained.	21
I feel safe at this school.	38
I can talk to my teachers about my concerns.	51
Student behaviour is well managed at my school.	11
I like being at my school.	46

My school looks for ways to improve.	63
Staff take students' opinions seriously.	58
My teachers motivate me to learn.	57
My school gives me opportunities to do interesting things.	66

Source: 2018 School Satisfaction Surveys, August/September 2018

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

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Calwell High School 2018 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	498	549	560	593
Writing	447	501	486	539
Spelling	499	540	544	582
Grammar & Punctuation	499	549	546	592
Numeracy	506	554	548	596

Source: Analytics and Evaluation

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	271035.73	277724.91	548760.64
Voluntary contributions	4309.00	3090.00	7399.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	3845.70	5772.05	9617.75
External income (including community use)	16097.71	24377.03	40474.74
Proceeds from sale of assets	304.55	135.00	439.55
Bank Interest	1971.69	2821.23	4792.92
TOTAL INCOME	297564.38	313920.22	611484.60
EXPENDITURE			
Utilities and general overheads	38995.12	90001.63	128996.75
Cleaning	73663.39	77256.80	150920.19
Security	780.00	320.00	1100.00
Maintenance	44852.83	50015.65	94868.48
Administration	16828.73	20117.20	36945.93
Staffing	0.00	13555.80	13555.80
Communication	11308.47	3086.79	14395.26
Assets	5478.81	4551.81	10030.62
Leases	0.00	0.00	0.00
General office expenditure	24832.29	29770.72	54603.01
Educational	28585.54	23316.77	51902.31
Subject consumables	341.49	7485.39	7826.88
TOTAL EXPENDITURE	245666.67	319478.56	565145.23
OPERATING RESULT	51897.71	-5558.34	46339.37
Actual Accumulated Funds	34102.17	30851.90	33805.00
Outstanding commitments (minus)	-2283.07	0.00	-2283.07
BALANCE	83716.81	25293.56	77861.30

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Reserves Shelving PE PE needed new shelving in their storeroom to allow for safe storage and movement of PE equipment. Held left over budget till 2019 when have time to install.	\$600.00	2019
Reserves – Welder Industrial Arts saved some of 2018 budget to out with 2019 budget to purchase a new portable welder	\$600.00	2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Anthony Draffin		
Community Representative(s):	Greg Haustead		
Teacher Representative(s):	Francis Ventura	Pip Dimmick	Paul van Campenhout
Student Representative(s):	Osley Gwese	Rami Kennedy	
Board Chair:	Louise Wilson		
Principal:	Bruce McCourt		

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

Board Chair Signature: Louise Wilson

Date: 11 / 07 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Bruce McCourt

Date: 11 / 07 / 2019