



Lyneham High School

Annual School Board Report 2019



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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

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

This year Lyneham High School celebrated its 60th Anniversary. 2019 was the third year in our school improvement cycle (2017-2021) with a continued focus on our priorities of student engagement and success, critical and creative thinking and resilience.

The 2019 Action Plan identified the use of collaborative inquiry by staff to develop and implement strategies to differentiate teaching and learning across the school, collect and use student data and evidence of learning, introduce targeted Literacy and Numeracy Programs and commence the pilot interdisciplinary Seek Program.

Throughout the year, the School Board met seven times and received regular reports from the principal, students, parents and staff on the implementation of our strategic priorities and progress towards our key improvement strategies. As well as approving the school budget and overseeing school finances and budgetary policy, the Board also approved:

- an overseas excursion to New Caledonia for 2020 (French)
- an overseas excursion to New Zealand for 2020 (STEM)
- expanded Technology curriculum offerings to include STEM units

During the year the Board discussed a range of topics including:

- the ongoing impact of student enrolment patterns on school capacity
- further consultation on streaming
- the impact to students and families caused by the loss of all dedicated school bus services
- a significant vandalism incident at the school
- the expansion of the interdisciplinary Seek Program
- the evaluation of Innovation Fund applications and allocation of financial resources to support the successful project
- facility upgrades including the delivery of a two-classroom transportable, secure bike compound and long jump pit
- the introduction of SAS Academic Reporting
- the impact of bushfires and poor air quality (smoke) events.

The Board celebrated the dedicated service, leadership and achievements of retiring Business and Facilities Manager, Kathryn Cheshire. The Board thanked school staff for their continued professional work to provide students with the breadth, and diversity, of engaging learning opportunities. The Board noted with appreciation the ongoing work of the school Parents and Citizens' (P&C) Association in hosting parent forums and the annual Trivia Night.

School Context

Lyneham High School, established in 1959, is a year 7-10 comprehensive high school situated in the inner north area of Canberra. Our school is committed to providing our students with a contemporary learning environment, engaging curriculum and learning opportunities that are meaningful, connected and that challenge and extend every student. We pride ourselves on a school culture that is inclusive, innovative and through committed and passionate teaching, creates an experience that is caring, supportive and that fosters and celebrates success.

Lyneham High School prides itself on our commitment to Care, Quality and Creativity. We aspire to exercise Care for our own well-being and for the well-being of others. We take pride in the Quality of the learning and teaching that happens in our school. Our school also prides itself on Creativity - not just in the performing arts, where we excel, but in fostering innovation across all learning areas.

Lyneham High School has experienced continued growth in the number of students from within our Priority Enrolment Area (PEA) and has operated at above full capacity throughout 2019. Lyneham High School has been designated a Category A school and will only consider enrolment applications from out of area students against criteria specified in Education Directorate policy and procedures.

There has been a small decrease in the overall percentage of students who are Aboriginal or Torres Strait Islander students. The overall percentage of students who have English as Another Language or Dialect (EAL/D) has remained steady with approximately one third of all students still identifying a language background other than English. The number of students enrolled in Disability Education placements, including students receiving Inclusion Support Program funding, has remained steady.

Student Information

Student enrolment

In this reporting period there were a total of 1,101 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	587
Female	514
Aboriginal and Torres Strait Islander	20
LBOTE*	375

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
7	93.0
8	90.0
9	87.0
10	87.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	62.03
Teaching Staff: Full Time Equivalent Temporary	13.60
Non Teaching Staff: Full Time Equivalent	25.97

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 will be reviewed in 2021. A copy of the most recent Validation Report 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, 83% of parents and carers, 90% of staff, and 77% 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 106 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.	94
Staff are well supported at this school.	65
Staff get quality feedback on their performance.	56
Student behaviour is well managed at this school.	51
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	80
Students like being at this school.	89
Students' learning needs are being met at this school.	84
Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	82
This school is well maintained.	74
This school looks for ways to improve.	86
This school takes staff opinions seriously.	59
This school works with parents to support students' learning.	85
Teachers give useful feedback.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 247 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.	86
My child feels safe at this school.	90
My child is making good progress at this school.	76
My child likes being at this school.	91
My child's learning needs are being met at this school.	73
Student behaviour is well managed at this school.	70
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	73
Teachers at this school motivate my child to learn.	71
Teachers at this school treat students fairly.	82
This school is well maintained.	76
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	62
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 889 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	
I can talk to my teachers about my concerns.	47
I feel safe at this school.	67
I like being at my school.	70
My school gives me opportunities to do interesting things.	82
My school is well maintained.	57
My school looks for ways to improve.	69
My teachers expect me to do my best.	89
My teachers motivate me to learn.	60
Staff take students' concerns seriously.	59
Student behaviour is well managed at my school.	39
Teachers at my school treat students fairly.	61
Teachers give useful feedback.	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

NAPLAN

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 this reporting period, 0.80 % of year 7 students and 1.10 % of year 9 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

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

Table: NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	594	550	626	592
Writing	538	509	578	544
Spelling	574	542	613	584
Grammar & Punctuation	579	544	621	580
Numeracy	588	552	627	594

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	580267.97	425256.26	1005524.23
Voluntary contributions	33913.40	33246.51	67159.91
Contributions & donations	12965.00	9492.17	22457.17
Subject contributions	70566.58	46114.92	116681.50
External income (including community use)	14003.63	15929.08	29932.71
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14444.59	11248.96	25693.55
TOTAL INCOME	726161.17	541287.90	1267449.07
EXPENDITURE			
Utilities and general overheads	128114.45	178686.40	306800.85
Cleaning	157330.80	15090.51	172421.31
Security	460.24	1657.81	2118.05
Maintenance	170114.67	191788.78	361903.45
Administration	13625.66	10788.49	24414.15
Staffing	0.00	0.00	0.00
Communication	18500.24	1358.65	19858.89
Assets	53629.20	24737.83	78367.03
Leases	0.00	0.00	0.00
General office expenditure	46328.97	38631.31	84960.28
Educational	44296.91	57369.15	101666.06
Subject consumables	52208.18	52172.73	104380.91
TOTAL EXPENDITURE	684609.32	572281.66	1256890.98
OPERATING RESULT	41551.85	-30993.76	10558.09
Actual Accumulated Funds	490575.89	337838.40	417838.40
Outstanding commitments (minus)	-40680.45	0.00	-40680.45
BALANCE	491447.29	306844.64	387716.04

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
Asset Management Internal painting - ongoing maintenance and improvements to teaching areas, staff rooms and common areas.	\$200000	12/2021
Educational Staffing contingency to address fluctuating or additional staffing costs to deliver educational programs that meet student needs.	\$200000	12/2021

Endorsement Page

Members of the School Board

Parent Representative(s): Chris Johnston Don Lowe Stephen van Gerwen

Community Representative(s):

Teacher Representative(s): Luke Coleman Robin Morrell

Student Representative(s): Sara Blakey Kyan Sheedy

Board Chair: Stephen van Gerwen

Principal: Rob Emanuel

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

Board Chair Signature: Stephen van Gerwen

Date: 20 / 07 / 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: Rob Emanuel

Date: 20 / 07 / 2020