



Canberra High School

Annual School Board Report 2021



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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

The School Board met twice a term during 2021 including using online meeting platforms due to COVID-19 restrictions. They discussed a broad range of issues relating to teaching and learning within the school, improvements to the school environment, management of the school budget, and changes in education policies relevant to the operation of the school. During the year the Board benefited from in depth presentations about the Canberra High School Annual Action Plan, the work being done by our Action Teams, new staff to the school, new ways of engaging students with their community in such challenging times. During the year the Board also supported changes to our SHaPE shirts by endorsing the implementation of house colours as a way of strengthening the great work already being done through the Battle of the Houses and the recognisiton of our CARES values. Board meetings continued to provide a valuable opportunity for parents, staff, students, and community members to come together to discuss the diverse ways that the school is supporting the students at Canberra High School.

School Context

In 2021 Canberra High School continued to work toward collaboratively achieving the goals set out in our 5-year Strategic plan and Annual Action Plan. Our teaching staff, supported by the leadership team continued to be dynamic and responsive in the way they adapted curriculum and assessment to meet the needs of our students and their families. Learning Hubs and Term Overviews were further developed to allow for improved planning, transparency and communication between school and home regarding curriculum and assessment and as always these were greatly appreciated by our families. Staff and student wellbeing continued to be key driving factors in all decisions made throughout the school year and this was supported by the resourcing given to the student engagement team, staffing and our already impactful ACE program.

Student Information

Student enrolment

In this reporting period there were a total of 855 students enrolled at this school.

Table: Student enrolment

| Student type | Number of students |
|-----------------|--------------------|
| Gender - Male | 435 |
| Gender - Female | 420 |

| | |
|---------------------------------------|-----|
| Gender - Non-binary or other* | 0 |
| Aboriginal and Torres Strait Islander | 21 |
| LBOTE** | 265 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

| Year level | Attendance rate |
|------------|-----------------|
| 7 | 94.0 |
| 8 | 92.0 |
| 9 | 89.0 |
| 10 | 88.0 |

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, 135 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 | 59.31 |
| Teaching Staff: Full Time Equivalent Temporary | 3.00 |
| Non Teaching Staff: Full Time Equivalent | 23.51 |

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.

Our school will be reviewed in 2025.

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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 83.4% of parents and carers, 97.2% of staff, and 63.6% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 71 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. | 97 |
| Staff get quality feedback on their performance. | 73 |
| Student behaviour is well managed at this school. | 86 |
| Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best') | 100 |
| Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly') | 100 |
| Teachers give useful feedback. | 93 |
| This school is well maintained. | 92 |
| The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously') | 86 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 187 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 | |
|---|----|
| My child feels safe at this school. | 88 |
| My child is making good progress at this school. | 81 |
| Student behaviour is well managed at this school. | 69 |
| Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best') | 73 |

| | |
|--|----|
| Teachers give useful feedback. | 82 |
| Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly') | 89 |
| This school is well maintained. | 70 |
| This school is active in seeking parents' opinion and ideas for making important decisions. (Replaces 'This school takes parents' opinions seriously') | 56 |
| This school works with me to support my child's learning. | 77 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 753 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern') | 35 |
| I feel safe at this school. | 57 |
| I am happy to be part of this school. (Replaces 'I like being at my school') | 65 |
| I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things') | 46 |
| My school is well maintained. | 49 |
| Teachers want every student to do their best. (Replaces 'My teachers expect me to do my best') | 72 |
| Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn') | 62 |
| Staff take students' concerns seriously. | 51 |
| Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly') | 64 |
| Teachers give useful feedback. | 54 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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, 0.49 % of year 7 students and 0.44 % 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 | 566 | 541 | 606 | 584 |
| Writing | 540 | 522 | 560 | 544 |
| Spelling | 557 | 543 | 586 | 576 |
| Grammar & Punctuation | 570 | 538 | 591 | 576 |
| Numeracy | 579 | 548 | 617 | 588 |

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-December |
|---------------------------------|-------------------|
| Directorate Funding | 838403.14 |
| Contributions and Donations | 22713.04 |
| Subject Contributions | 102580.40 |
| Hire of Facilities | 10445.57 |
| External Revenue | 4107.27 |
| Sale of Assets | 0.00 |
| Interest Received | 9308.03 |
| Other School Revenue | 32758.51 |
| TOTAL INCOME | 1020315.96 |
| EXPENDITURE | |
| Utilities and General Overheads | 179480.98 |
| Security and Caretaking | 1891.00 |
| Maintenance | 131626.21 |
| Administration | 38982.80 |
| Staffing Expenditure | 903.62 |
| Communication | 13890.23 |
| Assets & Leases | 118130.55 |
| General Expenses | 74597.18 |
| Educational Resources | 118064.69 |
| Subject Consumables | 58415.68 |
| Directorate Funded Payments | 20770.33 |
| Other Payments | 11378.27 |
| TOTAL EXPENDITURE | 768131.54 |
| OPERATING RESULT | 252184.42 |
| Accumulated Funds | 565828.99 |
| BALANCE | 818013.41 |

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 |
|---|-----------|---------------------|
| <ul style="list-style-type: none">Staffing 2023 Reserve to cover possible staffing bill | \$80,000 | 2023 |
| <ul style="list-style-type: none">Student Environment 2023 Modernise the school environment for teachers and students | \$21,000 | 2023 |
| <ul style="list-style-type: none">Vocational Education Additional pathways for students | \$12,000 | 2023 |
| <ul style="list-style-type: none">Microscopes 2023 Upgrade of microscopes in science | \$25,000 | 2023 |
| <ul style="list-style-type: none">Toilet upgrade Upgrade to student toilets | \$100,000 | 2024 |
| <ul style="list-style-type: none">STEM For STEM resources | \$50,000 | 2023 |

Endorsement Page

Members of the School Board

| | | | |
|-------------------------------------|-----------------|---------------|----------------|
| Parent Representative(s): | Valessa Basic | Dr Fern Hyde | Daniel Stewart |
| Community Representative(s): | | | |
| Teacher Representative(s): | Rachel Colbert | Cameron Betts | |
| Student Representative(s): | Ansh Chheda | Rachel Huxley | |
| Board Chair: | Daniel Stewart | | |
| Principal: | Samara Chisholm | | |

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

2021 Board Chair Signature: Daniel Stewart

Date: 16/06/ 2022

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:

[TYPE SIGNATURE – **ELECTRONIC ONLY**]

Date: DD / MM / YYYY