



UC Senior Secondary College Lake Ginninderra

Annual School Board Report 2022



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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

2022 has been another dynamic year at UCSSC Lake Ginninderra. The College continues to deliver a holistic, student-centred, and community aware education for students. Growing numbers enables a breadth of course choices, and academic and wellbeing programs.

The College is in a strong position financially and has been able to fund much needed and appreciated upgrades to school infrastructure and learning areas. The College has exciting plans for further improvements in 2023.

The College is proud of the range of pathways on offer to students to gain their ACT Senior Secondary Certificate including future tertiary/university study, vocational training, Australian School Based Apprenticeships, and study options for CIT or to join the workforce 'job ready'.

The Board is deeply appreciative of the dedicated teachers, administration staff, leadership team, Business Manager, Business Services Officer, parents/carers and school community for supporting students throughout 2022 – as more educational, social and cultural opportunities opened up again.

Sincere thanks to Melissa Planten, Principal, who has led and managed throughout the challenges of COVID-19, for her continued strong leadership and vision for the College. The Board is grateful to the school for providing a wonderfully inclusive learning environment and we look forward to another engaging educational experience for students in 2023.

School Context

The University of Canberra Senior Secondary College Lake Ginninderra (UC SSC LG) is a centre of excellence for teaching and learning, specialising in the education of Year 11 and 12 students. Staff are dedicated to equipping students for the future, working with them, their families, and outside institutions to provide the best in senior secondary education.

Situated on the shores of Lake Ginninderra, the college is centrally located and near the facilities of the University of Canberra (UC), Australian Institute of Sport (AIS), Australian National University (ANU) and the CSIRO. Students are drawn from high schools in the ACT, the Australian Institute of Sport (national scholarship athletes), International Private Students, and Overseas Exchange Students.

The college provides a modern and well-resourced learning environment, offering students more than sixty courses of recognised study. Student pathways are supported by achievement in traditional subject areas and complemented by a diverse range of other curriculum options and opportunities for extension and enrichment.

The University of Canberra and the College pioneered an innovative partnership in 2011, focusing on new ways of thinking about providing and delivering education. Sharing resources, strategies, research and practice, the partnership strengthens teaching and learning initiatives at the college.

The college is nationally renowned for its Outdoor Education Program which has strong environmental, adventure and cultural emphases. The program develops leadership and practical outdoor skills, and it produces and nurtures confident young people ready to take on leadership roles and to work productively as members of a team.

Transition to college marks a period of new academic and social challenges. The school understands the value of 21st Century knowledge, skills, and a real-life application for learning. The College offers an extensive range of study /course options and the Arts (visual and creative), STEM, Humanities, Languages, Economics, Global Studies, Design, Robotics, Human Biology, Technology, and inter-disciplinary connections provide opportunities for creativity, enterprise, inquiry, collaboration, innovation, and hands-on learning.

Focussing on health/wellbeing the school provides a wraparound service to enable a happy, connected transition, and students are encouraged to study courses/subjects reflecting their interests and passions. A range of student support services provides pastoral care, course advice, counselling services and career planning. Students access academic and vocational pathways and access a broad range of university/tertiary options, Australian National University (ANU) extension programs 'H courses', Australian School Based Apprenticeships, work experience, links to employers and interests beyond college.

UCSSC Lake Ginninderra students are equipped with the knowledge, skills and mind set for the future world of study and/or career and are reflective, informed, and active members of a broader global community.

Student Information

Student enrolment

In this reporting period there were a total of 668 students enrolled at this school.

Table: Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Gender - Male | 343 |
| Gender - Female | 318 |
| Aboriginal and Torres Strait Islander | 19 |
| LBOTE* | 138 |
| Non-binary or other** | 7 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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 |
|------------|-----------------|
| 10 | 83.0 |

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, 153 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 | 39.97 |
| Teaching Staff: Full Time Equivalent Temporary | 6.40 |
| Non Teaching Staff: Full Time Equivalent | 21.80 |

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 2024.

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, 71.2% of parents and carers, 87.5% of staff, and 64.9% 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 56 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. | 88 |
| Teachers give useful feedback | 91 |
| Teachers at this school treat students fairly. | 93 |
| This school is well maintained. | 71 |
| Students feel safe at this school. | 86 |
| Students at this school can talk to their teachers about their concerns. | 93 |
| Parents at this school can talk to teachers about their concerns. | 88 |
| Student behaviour is well managed at this school. | 66 |
| Students like being at this school. | 80 |
| This school looks for ways to improve. | 70 |
| This school takes staff opinions seriously. | 36 |
| Teachers at this school motivate students to learn. | 93 |
| Students' learning needs are being met at this school. | 86 |
| This school works with parents to support students' learning. | 80 |
| Staff get quality feedback on their performance | 42 |
| Staff are well supported at this school. | 41 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 66 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. | 88 |
| Teachers give useful feedback | 71 |
| Teachers at this school treat students fairly. | 76 |
| This school is well maintained. | 66 |
| My child feels safe at this school. | 88 |
| I can talk to my child's teachers about my concerns. | 84 |
| Student behaviour is well managed at this school. | 54 |
| My child likes being at this school. | 81 |
| This school looks for ways to improve. | 52 |
| This school takes parents' opinions seriously. | 45 |
| Teachers at this school motivate my child to learn. | 70 |
| My child is making good progress at this school. | 64 |
| My child's learning needs are being met at this school. | 64 |
| This school works with me to support my child's learning. | 51 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 271 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 | |
|--|----|
| My teachers expect me to do my best. | 68 |
| Teachers give useful feedback | 62 |
| Teachers at my school treat students fairly. | 62 |
| My school is well maintained. | 53 |
| I feel safe at this school | 65 |
| I can talk to my teachers about my concerns. | 50 |
| Student behaviour is well managed at my school. | 45 |
| I like being at my school. | 54 |
| My school looks for ways to improve. | 55 |
| Staff takes students' concerns seriously | 62 |
| My teachers motivate me to learn. | 55 |
| My school gives me opportunities to do interesting things. | 61 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 an ACT Senior Secondary Certificate (ACT SSC) 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 by percentage

| Outcome | Proportion of students |
|--|------------------------|
| Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting | 85.44% |
| Receiving an ACT Senior Secondary Certificate | 85.44% |
| Receiving an ATAR | 42.07% |

Source: Board of Senior Secondary Studies

Post School Destination

The following table shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in this reporting period. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Comparison of post school destinations for students by percentage

| Outcome | College | ACT |
|--------------------------|---------|--------|
| University | 25.23% | 37.40% |
| CIT/TAFE | 13.51% | 12.53% |
| Other training provider | 7.21% | 7.41% |
| Deferred Studies | 28.83% | 25.81% |
| Employed | 78.38% | 77.15% |
| Not studying or employed | 9.01% | 7.19% |

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-December |
|---------------------------------|-------------------------|
| Directorate Funding | 619424.99 |
| Contributions and Donations | 32225.45 |
| Subject Contributions | 8786.51 |
| Hire of Facilities | 60284.89 |
| External Revenue | 21856.35 |
| Sale of Assets | 0.00 |
| Interest Received | 39132.29 |
| Other School Revenue | 4107.59 |
| TOTAL INCOME | 785818.07 |
| EXPENDITURE | |
| Utilities and General Overheads | 220505.42 |
| Security and Caretaking | 5276.31 |
| Maintenance | 98174.99 |
| Administration | 60544.74 |
| Staffing Expenditure | 59368.44 |
| Communication | 14593.81 |
| Assets & Leases | 103109.09 |
| General Expenses | 49629.53 |
| Educational Resources | 71519.52 |
| Subject Consumables | 34813.20 |
| Directorate Funded Payments | 13738.35 |
| Other Payments | 4241.11 |
| TOTAL EXPENDITURE | 735514.51 |
| OPERATING RESULT | 50303.56 |
| Accumulated Funds | 808176.47 |
| BALANCE | 858480.03 |

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 |
|------------------------------------|-----------|---------------------|
| Upgrade Science Fume Cupboard 2023 | \$20000 | 2023 |
| Refurb Chemistry Store 2023 | \$30,000 | 2023 |
| Staffing debt 2023 | \$250,000 | 2023 |
| Staffing debt 2024 | \$250,000 | 2024 |
| Refurb IT/Media Room 2023 | \$100,000 | 2023 |
| Refurb School Toilets 2024 | \$100,000 | 2024 |
| Upgrades 2024 | \$100,000 | 2024 |
| Total | \$850,000 | |

Endorsement Page

Members of the School Board

| | | |
|------------------------------|-------------------|------------------------|
| Parent Representative(s): | Raylee Bielenberg | |
| Community Representative(s): | Michaela Vergano | |
| Teacher Representative(s): | Gerard Barrett | Cameron Bennett |
| Student Representative(s): | Gemma Rule | Katie Jakab van Dooren |
| Administration Officer | Sumana Sen | |
| Board Chair: | Andrew Roden | |
| Principal: | Melissa Planten | |

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

2022 Board Chair Signature: A Roden

Date: 06/04/2023

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: M Planten

Date: 06 / 04/ 2023