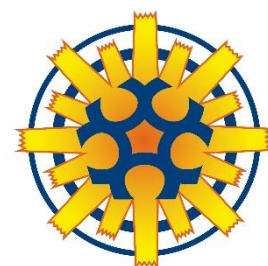


University of Canberra High School Kaleen

Annual School Board Report 2022



UC HIGH SCHOOL
KALEEN

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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 2022 school year saw the community begin to emerge from the covid pandemic back to the new 'normal'. Many of the necessary restrictions and adjustments implemented to keep everyone safe began to relax and the school community was excited and energised to see a return toward normal school operations. The pandemic allowed the UCHSK team to reflect, review and adjust some of the established policies and procedures. This included gathering student voice and staff feedback about the adjusted timetables that were required under the covid guidelines. Feedback overwhelming supported a timetable which allowed extended lesson times to allow for deeper learning. Adjustments were also made to the uniform policy to be more gender inclusive and aligned to community expectations.

2022 also saw a return of the School Board Grants Program, with the highlights being The Indigenous Designs School Shirts and Tomorrow Man presentation. Whilst there was a decrease in applications in 2022, the School Board looks forward to receiving 2023 submissions for consideration.

The School Board and P&C worked collaboratively to review and refine the requests to the community for the Library Trust Fund, Subject and General contributions. This resulted in a significant increase in families paying these, flowing through to an increase in educational resources for students.

The School Board would like to acknowledge the challenges the UCHSK staff team have managed during the past few years whilst remaining focussed on 'what ever it takes' to support and encourage our young people to meet their aspirational goals. Your work, during these unprecedented times, has been highly valued and appreciated by the UCHSK community.

Thank you to the UCHSK Board Members who show extraordinary passion and commitment to working collaboratively with the principal to ensure the young people at UCHSK have access to excellent teachers, support staff, and access to quality resources to enrich their learning experiences. It is always a privilege to hear your thoughts, and solutions focussed suggestions to ensure that UCHSK remains a school of excellence in the Belconnen region.

School Context

University of Canberra High School Kaleen (UCHSK) offers a high quality educational program to students from Kaleen, Giralang, McKellar, Lawson and neighbouring suburbs in north Canberra. The school enjoys unique links to the University of Canberra, that provide a wide range of educational opportunities for all members of the school community. UCHSK's mission is to function as a Professional Learning Community and do whatever it takes to ensure all students achieve success. The core values of the school are Kindness, Achievement, Respect and Endeavour, and these are exemplified in the school's use of Positive Behaviours for Learning in the management of student wellbeing.

UCHSK is an inclusive school, incorporating Disability Education Programs and offering a broad curriculum that caters for the diverse learning needs of all students. A compulsory core curriculum of English, Mathematics, Science, Physical Education and Studies of Society and the Environment (SOSE) is complimented by an elective program with student choice in Performing Arts, Visual Arts, Design and Technology, Japanese, Agriculture, STEM, and Outdoor Education. Student progress and achievement are closely monitored, informing a culture of teacher development and differentiated, personalised learning that sets high expectations and is delivered at point of need.

UCHSK is a safe and supportive school community, nurturing students on their pathways to future success. A unique feature of the school are its links to the wider community. UCHSK forms partnerships with a diverse range of community organisations, like the Warehouse Circus, which both; support the school's commitment to academic and vocational pathways and also support the emotional wellbeing of all students. All staff play a role in the inclusive Pastoral Care program, promoting the belief that all UCHSK stakeholders belong to a community of learners.

Student Information

Student enrolment

In this reporting period there were a total of 513 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	289
Gender - Female	213
Aboriginal and Torres Strait Islander	27
LBOTE*	113
Non-binary or other**	11

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
7	84.0
8	86.0
9	84.0
10	82.0

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	31.95
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	20.93

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 was reviewed in 2020. A copy of the Report of Review 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 73.5% of parents and carers, 82.9% of staff, and 44.9% 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 41 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.	90
Teachers give useful feedback	88
Teachers at this school treat students fairly.	76
This school is well maintained.	85
Students feel safe at this school.	68
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	59
Students like being at this school.	56
This school looks for ways to improve.	90
This school takes staff opinions seriously.	68
Teachers at this school motivate students to learn.	78
Students' learning needs are being met at this school.	76
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	67
Staff are well supported at this school.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 113 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.	81
Teachers give useful feedback	70
Teachers at this school treat students fairly.	67
This school is well maintained.	69
My child feels safe at this school.	66
I can talk to my child's teachers about my concerns.	81
Student behaviour is well managed at this school.	58
My child likes being at this school.	72
This school looks for ways to improve.	66
This school takes parents' opinions seriously.	59
Teachers at this school motivate my child to learn.	65
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 323 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.	69
Teachers give useful feedback	47
Teachers at my school treat students fairly.	48
My school is well maintained.	34
I feel safe at this school	40
I can talk to my teachers about my concerns.	32
Student behaviour is well managed at my school.	24
I like being at my school.	35
My school looks for ways to improve.	47
Staff takes students' concerns seriously	47
My teachers motivate me to learn.	48
My school gives me opportunities to do interesting things.	51

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, 1.46 % of year 7 students and 2.65 % 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	542	554	589	591
Writing	510	536	515	565
Spelling	542	554	573	584

Grammar & Punctuation	529	541	564	586
Numeracy	536	552	564	592

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	585642.80
Contributions and Donations	20974.40
Subject Contributions	29354.00
Hire of Facilities	43605.53
External Revenue	1123.31
Sale of Assets	0.00
Interest Received	14484.06
Other School Revenue	8338.87
TOTAL INCOME	703522.97
EXPENDITURE	
Utilities and General Overheads	168675.54
Security and Caretaking	0.00
Maintenance	93603.76
Administration	24134.09
Staffing Expenditure	3607.94
Communication	9446.82
Assets & Leases	150562.82
General Expenses	48161.91
Educational Resources	117829.74
Subject Consumables	23952.77
Directorate Funded Payments	12364.08
Other Payments	11657.89
TOTAL EXPENDITURE	663997.36
OPERATING RESULT	39525.61
Accumulated Funds	378947.27

	BALANCE	418472.88
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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
Staffing Admin Reserve was created for the purpose of additional Admin Staffing in the Front Office, to align with increasing numbers of students.	\$20,000.00	2022 / 23 Under instruction will be taken up by Finance and added to discretionary funds on 1 January 2023
New Electives 2023 Reserve was created to run additional electives for 2023. This Reserve will enhance the outcomes of students by providing new and exciting elective programs for the growing school cohorts.	\$30,000.00	2023 Continuing to support Electives in 2023.

Endorsement Page

Members of the School Board

Parent Representative(s):	Su Wild River,	Kimberly Ingram.
Community Representative(s):	Emily Hills.	
Teacher Representative(s):	Sean Lewis,	Emilee McFarlane.
Student Representative(s):	Oliver Cameron,	Tristian Hood.
Board Chair:	Lili Jankovic.	
Principal:	Daniel Mowbray.	

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

2022 Board Chair Signature: Lili Jankovic

Date: 29/03/2023

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: Daniel Mowbray

Date: 29/03/ 2023