



LANYON
HIGH SCHOOL



Lanyon 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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	Error! Bookmark not defined.
Early years assessment	Error! Bookmark not defined.
NAPLAN	6
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

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

During 2021 the School Board provided feedback and direction through a year that included several weeks of at-home learning that was primarily delivered online due to the health restrictions related to the COVID-19 pandemic. Members of the Board monitored the changes and adaptations to teaching and learning necessary throughout the year, along with a variety of activities, such as excursions, large events, such as Presentation Night, and modifications to the orientation process for new families and students, especially those in year 6. The Board continues to monitor financial issues, such as the increasing proportion of school funds that are going towards the energy costs of running the building and potential impacts on curriculum delivery.

School Context

Lanyon High School established in 1996 is situated at the southern end of the Tuggeranong Valley in Canberra. The school is a community that fosters excellence in learning, inclusivity and active citizenship. At Lanyon High School we value student empowerment, respectful relationships, pride in our community and resilience. Our high expectations of all members of our school community ensure that Lanyon High School has a strong culture of learning and respectful relationships that focuses on giving.

The school was created to address the needs of young people in years 7 - 10 as they move from primary school to high school and to further education training or employment. The foundation of our curriculum is a strong focus on literacy and numeracy in all areas of the curriculum. Students can study Japanese and a wide range of electives in years 9 and 10 including the arts, hospitality, outdoor education, digital technologies and design technologies. Students have the opportunity to study vocational education and training courses, work experience and Australian School Based Apprenticeships. Teachers set high expectations for students in their learning and design learning activities based on the Backward by Design approach of the Australian Curriculum. The school continues to strengthen its student support services by facilitating a range of learning pathways that can be personalised for students where appropriate. The school has strong connections with local community services organisations in the Lanyon Valley and beyond. Lanyon High School strives to challenge, support, engage, motivate and value all students as individuals who are connected to their community. Our goal is to prepare students to be active citizens in contemporary society and to be lifelong learners. Lanyon High School provides a safe environment and strives to establish quality relationships between people through cooperative learning, restorative practices, and meaningful socio-emotional learning experiences through our Pastoral Care program. Our Student Services team works closely with students and their families to support all students in connection with their learning.

Student Information

Student enrolment

In this reporting period there were a total of 402 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	201
Gender - Female	201
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	31
LBOTE**	61

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	89.0
8	84.0
9	86.0
10	84.0

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	32.89
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Full Time Equivalent	20.61

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 was reviewed in 2021. A copy of the Report of Review 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. 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, 68.7% of parents and carers, 79.2% of staff, and 60.9% 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 48 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.	90
Staff get quality feedback on their performance.	82
Student behaviour is well managed at this school.	81
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	91
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	98
Teachers give useful feedback.	79
This school is well maintained.	58
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 83 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.	77
My child is making good progress at this school.	68
Student behaviour is well managed at this school.	57
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')	66
Teachers give useful feedback.	66
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	87
This school is well maintained.	60
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	39
This school works with me to support my child's learning.	65

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 302 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')	45
I feel safe at this school.	55
I am happy to be part of this school.(Replaces 'I like being at my school')	60
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	42
My school is well maintained.	42
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	83
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	71
Staff take students' concerns seriously.	58
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	77
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, 0.92 % of year 7 students and 1.96 % 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	506	541	562	584
Writing	507	522	525	544
Spelling	511	543	550	576
Grammar & Punctuation	503	538	533	576
Numeracy	509	548	566	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	422162.01
Contributions and Donations	4686.25
Subject Contributions	6122.64
Hire of Facilities	3603.60
External Revenue	868.18
Sale of Assets	1218.17
Interest Received	3051.82
Other School Revenue	7001.75
TOTAL INCOME	448714.42
EXPENDITURE	
Utilities and General Overheads	115665.64
Security and Caretaking	0.00
Maintenance	33052.65
Administration	14036.68
Staffing Expenditure	-269.09
Communication	11283.87
Assets & Leases	40375.79
General Expenses	34350.80
Educational Resources	48239.77
Subject Consumables	3753.40
Directorate Funded Payments	65149.06
Other Payments	14238.53
TOTAL EXPENDITURE	379877.10
OPERATING RESULT	68837.32
Accumulated Funds	86345.05
BALANCE	155182.37

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
Nil		

Members of the School Board

Parent Representative(s):	Neshia Traise	Andrew Windsor	Cath Windsor
Community Representative(s):	Peter Henry		
Teacher Representative(s):	James Plowman	Lachlan Manuel	
Student Representative(s):	Charlotte Hayes	Charlie Vrankovic	
Board Chair:	Neshia Traise		
Principal:	Barbara Monsma and Rebecca Cusick		

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

2021 Board Chair Signature: Neshia Traise

Date: 12/ 09/ 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:

Rebecca Cusick

Date: 12 / 09 / 2022