

Lanyon High School

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

There was considerable consultation with the School Board with regards to the development and refinement of the school's new School Improvement Plan 2022 – 2026. The two new priorities are; *Increase academic growth for students* and *Equip students with the capabilities to learn and live successfully*. These priorities were identified based on the analysis of academic and socio-emotional learning data, along with perception data. The Board also reviewed two key policies, Mobile Phone Policy and School Uniform Policy. Consultation was conducted and feedback provided which led to some refinements of the Mobile Phone Policy to provide greater clarity around some of the procedures. These changes were well received by the community. There was also significant consultation amongst students about some additions to the school uniform to be in line with students preferred modes of clothing. The result was to include a new chino-style pant, leggings and a puffer jacket. The most significant addition to the uniform is the inclusion of the new First Nations shirt. The design of the shirt is in alignment with the mural that is in the student reception entry which was designed and completed by Eddie Lang, with the support of students and Ms Jessica Klein, executive teacher in charge of Cultural Integrity.



School Context

Lanyon High School caters to students from years 7 – 10 in the southern suburbs of Tuggeranong with around 450 students. Our 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 focus on giving. Our commitment to the care, wellbeing and growth of every student ensures that the school has an excellent record of achievement in academic, cultural and sporting endeavors. We are a growing school with a diverse range of students. We have strong relationships with the community and our feeder primary schools. We are committed to meeting the needs of all of our students with flexibility and compassion, in order to build the skills they need to have successful futures.

Student Information

Student enrolment

In this reporting period there were a total of 440 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	227
Gender - Female	213
Aboriginal and Torres Strait Islander	19
LBOTE*	72
Non-binary or other**	0

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	80.0
8	81.0
9	77.0
10	83.0

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	27.94
Teaching Staff: Full Time Equivalent Temporary	4.80
Non Teaching Staff: Full Time Equivalent	22.41

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 2021. 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, 63.2% of parents and carers, 73.9% of staff, and 47.2% 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 46 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.	87
Teachers give useful feedback	59
Teachers at this school treat students fairly.	89
This school is well maintained.	37
Students feel safe at this school.	33
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	41
Students like being at this school.	39
This school looks for ways to improve.	96
This school takes staff opinions seriously.	80

Teachers at this school motivate students to learn.	78
Students' learning needs are being met at this school.	67
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	63
Staff are well supported at this school.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 76 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.	79
Teachers give useful feedback	61
Teachers at this school treat students fairly.	53
This school is well maintained.	58
My child feels safe at this school.	61
I can talk to my child's teachers about my concerns.	77
Student behaviour is well managed at this school.	36
My child likes being at this school.	68
This school looks for ways to improve.	48
This school takes parents' opinions seriously.	46
Teachers at this school motivate my child to learn.	51
My child is making good progress at this school.	53
My child's learning needs are being met at this school.	49
This school works with me to support my child's learning.	44

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 301 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 school is well maintained.	24
I feel safe at this school	37
I can talk to my teachers about my concerns.	34
Student behaviour is well managed at my school.	20
I like being at my school.	34
My school looks for ways to improve.	47
Staff takes students' concerns seriously	45

My teachers motivate me to learn.	48
My school gives me opportunities to do interesting things.	47
My teachers expect me to do my best.	66
Teachers give useful feedback	44
Teachers at my school treat students fairly.	45

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, 0.00 % of year 7 students and 1.01 % 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	512	554	546	591
Writing	493	536	516	565
Spelling	511	554	543	584
Grammar & Punctuation	495	541	539	586
Numeracy	506	552	555	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	466590.95
Contributions and Donations	7308.15
Subject Contributions	10205.00
Hire of Facilities	11191.77
External Revenue	4636.37
Sale of Assets	0.00
Interest Received	8409.85
Other School Revenue	6527.38
TOTAL INCOME	514869.47
EXPENDITURE	
Utilities and General Overheads	157573.52
Security and Caretaking	561.37
Maintenance	89916.56
Administration	15248.50
Staffing Expenditure	0.00
Communication	9537.80
Assets & Leases	34824.81
General Expenses	46206.95
Educational Resources	56425.00
Subject Consumables	565.78
Directorate Funded Payments	75602.09
Other Payments	15604.14
TOTAL EXPENDITURE	502066.52
OPERATING RESULT	12802.95
Accumulated Funds	151997.78
BALANCE	164800.73

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
IT Lab upgrade	\$30,000	This is expected to occur in 2024
Staffing Debt	\$15,000	The school ended 2022 with a staffing surplus. As a result the School approved to collapse the Staffing Debt reserve. These funds were then reallocated into Facilities Repairs and Maintenance to go towards the plumbing upgrade to the student toilets and towards replacement of one of the staff kitchenettes which had been water damaged.
Toilet Upgrade	\$18,000	This work is expected to be completed in 2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Cath Terrell,	Brent Martin,
Community Representative(s):	N/A	
Teacher Representative(s):	James Plowman,	Lachlan Manuel
Student Representative(s):	Oscar Crowley,	Finn Redman,
Board Chair:	Neshia Traise	
Principal:	Barbara Monsma	

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

2022 Board Chair Signature: Neshia Traise

Date: 19/ 07/ 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: Barbara Monsma

Date: 18 / 07/ 2023