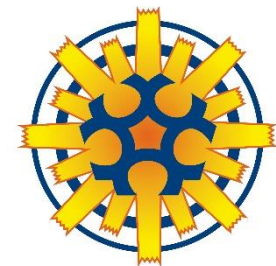


# University of Canberra High School Kaleen

Annual School Board Report 2021



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

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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

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The School Board would like to acknowledge the challenges the UCHSK Community navigated throughout 2021, including a significant period of remote learning due to the covid-19 pandemic. Despite the challenges, the UCHSK staff team remained focussed on student well-being, balanced with high academic expectations. The communication from staff to students, and their families, was to be commended. The adjusted workloads and expectations enabled students to remain engaged and ensured continuity of learning, as much as possible.

Changes were made to the School Mobile Phone Policy after a broad consultation with families, to ensure that students are focussed on learning and not distracted by their own, or their peers', phones. The simple message "Learning time, in the bag" and the coordinated, consistent procedures for staff to follow was widely supported by the school community.

The highlight was most certainly being able to continue the School Board Grants Program. There was an increase in applications from staff this year and the School Board thoroughly enjoyed reading the applications and funding many of the requests to improve, enhance and broaden the learning experiences for the students. These included funding for the new mural jointly created by artist by Faith Kerehona and visual art students, entry for mathematics competitions, 3D printers and laser cutters. The School Board is looking forward to sharing more student work related to the Grants Program throughout the year.

The School Board would like to acknowledge the entire UCHSK staff team and the work they do to create engaging, safe and supportive learning spaces for our young people. Your work is noticed and appreciated.

Thank you to the UCHSK Board Members who consistently works towards improving student well-being and learning outcomes with solution focussed discussions and suggestions. It has been a privilege to be part of such an engaged and passionate group of community members.

## School Context

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### Student Information

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 enrolment

In this reporting period there were a total of 491 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	275
Gender - Female	210
Gender - Non-binary or other*	6
Aboriginal and Torres Strait Islander	29
LBOTE**	90

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	90.0
8	87.0
9	85.0
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	32.31
Teaching Staff: Full Time Equivalent Temporary	3.21
Non Teaching Staff: Full Time Equivalent	22.12

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 2020. 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, 73.0% of parents and carers, 82.1% of staff, and 53.7% 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 39 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.	66
Student behaviour is well managed at this school.	64
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')	95
Teachers give useful feedback.	97
This school is well maintained.	87
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 111 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.	79
My child is making good progress at this school.	68
Student behaviour is well managed at this school.	68
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')	71
Teachers give useful feedback.	74
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	80
This school is well maintained.	82
This school is active in seeking parents' opinion and ideas for making important decisions. (Replaces 'This school takes parents' opinions seriously')	55
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 376 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')	33
I feel safe at this school.	46
I am happy to be part of this school. (Replaces 'I like being at my school')	55
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	36
My school is well maintained.	44
Teachers want every student to do their best. (Replaces 'My teachers expect me to do my best')	75
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	61
Staff take students' concerns seriously.	46
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	60
Teachers give useful feedback.	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, 1.54 % of year 7 students and 0.82 % 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	529	541	556	584
Writing	504	522	517	544
Spelling	526	543	547	576
Grammar & Punctuation	517	538	547	576

<b>Numeracy</b>	528	548	557	588
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## 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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	636915.71
Contributions and Donations	26624.80
Subject Contributions	21542.00
Hire of Facilities	23265.35
External Revenue	2227.32
Sale of Assets	0.00
Interest Received	5479.19
Other School Revenue	8197.81
<b>TOTAL INCOME</b>	<b>724252.18</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	152441.46
Security and Caretaking	201.69
Maintenance	54570.63
Administration	17306.04
Staffing Expenditure	629.58
Communication	9551.05
Assets & Leases	102757.51
General Expenses	46385.80
Educational Resources	67248.91
Subject Consumables	18161.72
Directorate Funded Payments	6346.06
Other Payments	14087.28
<b>TOTAL EXPENDITURE</b>	<b>489687.73</b>
<b>OPERATING RESULT</b>	<b>234564.45</b>
Accumulated Funds	186839.09
<b>BALANCE</b>	<b>421403.54</b>

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
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
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

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Matthew Gaul,	Sue Wild River.
<b>Community Representative(s):</b>	Emily Hills.	
<b>Teacher Representative(s):</b>	Jenelle Reynolds.	Nick Carey-Ide.
<b>Student Representative(s):</b>	Nikos Burke-Millea.	
<b>Board Chair:</b>	Lili Jankovic	
<b>Principal:</b>	Daniel Mowbray	

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

2021 Board Chair Signature: Lili Jankovic

Date: 27/6/2022

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: Daniel Mowbray

Date: 22/6/2022