



# **Alfred Deakin High School**

*Excellence Responsibility Community Respect*

## **Alfred Deakin 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

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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.

## School Context

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ADHS is a Year 7-10 high school located in the suburb of Deakin in the Australian Capital Territory. Established in 1966 and with an enrolment of 845, ADHS draws students from many different cultural backgrounds. The school community values the diversity of its population and celebrates the advantages that this diversity brings to the school. ADHS seeks to enrich student lives through innovative education, a pursuit of excellence in learning, and the celebration of personal success.

Together we engage with the community and work to develop creative and confident young people. Our school values of Excellence, Respect, Responsibility, and Community are mirrored in our learning programs, our policies and in the overall culture of the school.

The school promotes the development of individuals through a broad range of learning experiences. These include a strong core curriculum of English, Maths, Humanities and the Social Sciences, Science, Languages (French, Japanese, Italian and Indonesian), and PE and Health, and a diverse elective curriculum in Technology and the Arts.

Students have access to a range of programs to meet both aptitude and interest, including the Unicorn program (for identified gifted and talented students), extension and flexible and personalised learning pathways. The school also has an E-Study and Gryphon program that cater for a range of student learning needs, including students requiring specific and individual learning support.

ADHS emphasises restorative practices and a pastoral care program focused developing social and emotional learning skills. The strong co-curricular program includes overseas and national excursions camps and activities that add value to experiential learning. Leadership opportunities are a focus at ADHS for developing confident, resilient and compassionate global citizens.

The Panthers (boys) and Elements (girls) education programs for Years 9 and 10 students, a Year 10 Leadership recognition system, an active Student Executive Group, the Youth Leadership program offering Peer Support to Year 7 students and an Advanced Outdoor Education program are widely recognised as examples of excellence. The Disability Awareness Program delivered to Year 10 students in partnership with Woden School is unique in the ACT.

The use of learning technologies is embedded in the teaching and learning environment at ADHS. Every student has a Chromebook and accesses learning resources through the networked environment. The Google G Suite is the online learning management system

used across all classes to issue materials, check student progress and provide feedback for learning.

Strategies to improve literacy and numeracy have included a focus on quality teaching, building the capacity of staff to effectively utilise reading strategies across all curriculum areas, and targeted intervention support for all students identified through annual school-based numeracy and literacy testing.

Students at ADHS value having diverse opportunities in a positive and inclusive atmosphere where everyone's individuality is respected. ADHS values the active and supportive relationships with its parents and carers and the inclusive and friendly relationships that exist in the school.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 864 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	482
Gender - Female	374
Aboriginal and Torres Strait Islander	18
LBOTE*	301
Non-binary or other**	8

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	86.0
8	87.0
9	85.0
10	82.0

## 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	55.30
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	27.29

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 2022. 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, 81.8% of parents and carers, 87.9% of staff, and 65.5% 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 58 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.	79
Teachers give useful feedback	72
Teachers at this school treat students fairly.	85
This school is well maintained.	79
Students feel safe at this school.	86
Students at this school can talk to their teachers about their concerns.	90
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	57
Students like being at this school.	88



This school looks for ways to improve.	93
This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	81
Students' learning needs are being met at this school.	71
This school works with parents to support students' learning.	78
Staff get quality feedback on their performance	28
Staff are well supported at this school.	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 170 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.	80
Teachers give useful feedback	73
Teachers at this school treat students fairly.	76
This school is well maintained.	72
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	61
My child likes being at this school.	90
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	66
Teachers at this school motivate my child to learn.	72
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 557 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 safe at this school	64
I can talk to my teachers about my concerns.	41
Student behaviour is well managed at my school.	40
I like being at my school.	56
My school looks for ways to improve.	59

Staff takes students' concerns seriously	56
My teachers motivate me to learn.	55
My school gives me opportunities to do interesting things.	64
My teachers expect me to do my best.	75
Teachers give useful feedback	53
Teachers at my school treat students fairly.	59
My school is well maintained.	57

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, 0.84 % of year 7 students and 0.45 % 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	564	554	612	591
Writing	539	536	567	565
Spelling	562	554	598	584
Grammar & Punctuation	539	541	604	586
Numeracy	562	552	602	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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	689937.46
Contributions and Donations	44609.18
Subject Contributions	90105.50
Hire of Facilities	25813.06
External Revenue	4158.00
Sale of Assets	0.00
Interest Received	19174.62
Other School Revenue	24327.47
<b>TOTAL INCOME</b>	<b>898125.29</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	194269.50
Security and Caretaking	889.38
Maintenance	129991.40
Administration	58934.03
Staffing Expenditure	48135.12
Communication	14883.19
Assets & Leases	63789.21
General Expenses	40595.01
Educational Resources	68204.63
Subject Consumables	70941.92
Directorate Funded Payments	19382.32
Other Payments	25760.33
<b>TOTAL EXPENDITURE</b>	<b>735776.04</b>
<b>OPERATING RESULT</b>	<b>162349.25</b>
Accumulated Funds	142252.79
<b>BALANCE</b>	<b>304602.04</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

Name and Purpose	Amount	Expected Completion
STEM/ Tech future upgrade – The goal is to refurbish the outdated and restricted spaces in the Technology Wing, providing a modern and flexible design and maker space incorporating science and technology	215,000	2024/25
To upgrade the student services area, stage 1 – to renovate and refurbish the Student Wellbeing space, making it more functional for staff and students	215,000	Completed – April 2023
School Development Plan - furniture for flexible learning to encourage innovative projects aligned to school improvement goals, primarily through staffing support	16,000	Completed – April 2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Trevor Hickman	Thao Nguyen
<b>Community Representative(s):</b>	Cheryl O'Donnell	Denis O'Hare
<b>Teacher Representative(s):</b>	Robin Ricketts	Scott Ritchie
<b>Student Representative(s):</b>	Minh Phan	Fatima Syed
<b>Board Chair:</b>	Denis O'Dea	
<b>Principal:</b>	Brian Downton	

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

2022 Board Chair Signature: Denis O'Dea

Date: 05 / 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:

Brian Downton

Date: 05 / 04 / 2023