



# Lyneham High School

## Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.lynehamhs.act.edu.au>.

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## School Board Chair Report

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2016 was the fourth and final year of our current strategic plan and a busy year for the Lyneham High School Board. Throughout the year the principal, staff and students gave regular reports on our progress as the school prepared for external review in term 3.

A major project in 2016 was the refurbishment of the Front Office Area which was largely funded through Directorate Capital Works. The Board appreciated the difficulties in having the front area of the school out of action for six months but we were all delighted with the new office and reception areas, and particularly with the new Board Room.

As the school moved to introduce BYOD (Bring Your Own Device) to year 7 in 2016, the Board discussed and ratified a new school Personal Electronic Devices Policy. The Board also approved excursions to New Caledonia and New Zealand for 2017.

In 2016 the Board worked with the school and TAMS to help mitigate risk for students when crossing Goodwin Street. This was an issue of concern for both the Board and the wider school community and there is a need to continue to monitor both driver and student behaviour in the vicinity of the school.

As well as approving the school budget and overseeing budgetary policy, the Board learnt more about the new Student Resource Allocation model introduced to ACT public schools from 2016. After considering submissions to its Innovations Fund the Board was able to fund a CNC Shark with integrated software to enhance the technology area, enabling students to focus more time on design and evaluation. The Board also agreed to fund the purchase of graphics calculators for the mathematics faculty to help students to better prepare for STEM technologies and college level mathematics.

During the year, the Board supported the school to engage a new canteen provider, Healthy Kids Association, and, in doing this, supported the implementation of the new Public School Food and Drink Policy.

The Board noted with appreciation the joint work of the school Parents and Citizens' (P&C) Association and school staff to host parent forums on matters of interest. Of particular merit was the engagement of Paul Dillon of DARTA (Drug and Alcohol Research Training Australia) who conducted very valuable and practical workshops with parents, students and staff. The Board was also appreciative of the feedback provided by the P&C as a contribution to school external review. A real highlight of the year for the school community was a very successful Trivia Night, Hats off to Lyneham. This enabled the P&C to contribute to some important recycling activities proposed by the student forum.

In the second half of the year, considerable time was spent by the school and the Board in completing the school's Summative Evaluation Report, in preparing for External Review, participating in the review and in reflecting on the feedback given by the panel.

The Board wishes to congratulate the school on the outstanding feedback received in the report which is now available on the school website. The Board welcomed the feedback given and looks forward to continuing to contribute to the development of the strategic plan 2017-2021.

## Context

The school continues to operate at close to capacity in terms of student numbers. The percentage of students who have English as Another Language or Dialect (EAL/D) or who are Aboriginal or Torres Strait Islander students has remained reasonably constant. It should be noted that in 2016 a larger proportion of students residing in the Priority Enrolment Area (PEA) chose to attend Lyneham High School (LHS) and, as a result, the percentage of students from outside our PEA fell slightly. The number of students with disabilities who are mainstreamed and are receiving support also increased slightly in 2016.

## Student Information

### *Student enrolment*

In 2016 there were a total of 1,073 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	536
Female	537
Indigenous	26
LBOTE	397

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
7	93.0
8	92.0
9	90.0
10	88.0

Source: Planning and Analytics, December 2016

Attendance rates in 2016 are an indication of efforts made to monitor attendance and follow up on issues of concern. Rolls are marked each morning during Home Group and in every lesson. The school has an electronic messaging system. Parents are notified by SMS if their student is absent from Home Group. Home Group teachers monitor attendance each morning and parents are contacted if there are unexplained absences. Each lesson, teachers report any students who are absent and anomalies are followed up. There is a dedicated staff member whose responsibility it is to follow up on absences from class. Parents are informed by phone call or mail if there are serious concerns about the attendance of their son or daughter. The school also emails home attendance records to parents on a regular basis. Teachers and, in particular, members of the Student Services team, work closely with parents, students and staff to support school attendance and keep students engaged in school activities. The school also engages the support of the Network Student Engagement Team (NSET) to assist with students who are chronic non-attenders, struggling with non-attendance for a variety of reasons.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	71

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of Lyneham High School is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	82
Teaching Staff: Full Time Equivalent	77.7
Non Teaching Staff: Head Count	19
Non Teaching Staff: Full Time Equivalent	16.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

There are no indigenous staff members at this school.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 5,000 hours.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Lyneham High School was reviewed in 2016. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 88% of parents and carers, 98% of staff, and 87% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 88 staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

National Opinion Item	(%)
Teachers at this school expect students to do their best.	99
Teachers at this school provide students with useful feedback about their school work.	94
Teachers at this school treat students fairly.	97
This school is well maintained.	72
Students feel safe at this school.	93
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	86
Students like being at this school.	98
This school looks for ways to improve.	92
This school takes staff opinions seriously.	74
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	84
I receive useful feedback about my work at this school.	80
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 223 parents who took part in the survey are tabled below.

**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.	89
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	89
This school is well maintained.	87
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	75
My child likes being at this school.	94
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 896 students who took part in the survey are tabled below.

**Table: Proportion of students in years 7 – 10 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	70
My school is well maintained.	73
I feel safe at my school.	80
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	56
I like being at my school.	75
My school looks for ways to improve.	84
My school takes students' opinions seriously.	70
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### *NAPLAN assessment*

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 2016, 1.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Lyneham High School 2016 NAPLAN Mean Scores**

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	593	558	631	601
Writing	536	519	577	557
Spelling	575	546	616	590
Grammar & Punctuation	594	552	621	588
Numeracy	595	556	625	597

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

### Performance in Other Areas of the Curriculum

In 2016 there were many highlights across the curriculum.

A year 8 student was a medal winner in the UNSW ICAS English competition. A Writers' Club was established and a number of enrichment opportunities were offered to students including, Book Week celebrations, home group quizzes and a visit from a beat poet.

A highlight for our Indonesian students was an excursion to Singapore, Sarawak and Kuala Lumpur. Year 8 Languages students participated in a World Expo and there were excursions to the national Zoo and Aquarium, the ANU and the Indonesian Embassy. A French student achieved at a very high level in the Georges Vincent French competition held by the Alliance Francaise.

In 2016, the mathematics faculty provided many enrichment opportunities for students. These included Financial Literacy talks for year 9, a year 7 excursion to Luna Park, a visit from the World of Maths Roadshow, enrichment workshops provided by the Australian Mathematics Trust, a Maths is Awesome Day at Dickson College and the annual Recite Pi Competition. Many students distinguished themselves in a range of competitions, with a number of students being invited to sit the Australian International Mathematics Olympiad. These were outstanding results.

In 2016, LHS again won the Secondary/Post Compulsory Shield for the most successful school at the Science Educators of Australia (SEA\*) ACT Science Fair. A new, and very successful event in 2016, was a year 7 Science Fair which saw large numbers of parents visit the school to hear our students outline their project based learning.

Humanities and Social Science (HaSS) students also had many opportunities to enrich their learning. Year 10 visited the Australian War Memorial, year 8 entertained and informed the school with an exciting Medieval Fair and year 9 History students engaged in lively debates on the history of World War I. The year 8 Suburban Challenge projects again broadened the students' knowledge of urban design and renewal and impressed ACT Planning.

In the areas of health, physical education and sport, LHS School showed considerable success and high levels of participation in all 27 sports. Increasing numbers of students competed in local competitions and excelled in many. The participation rates for school carnivals continued to increase. The relocation of the three major whole school carnivals to term one supported participation of students in the under 12 age group and allowed the faculty to focus on writing, evaluating and auditing units for the new Australian Curriculum. The continuing growth of the Sporting Excellence at Lyneham (SEAL) program supported a strong partnership with the Canberra United Academy (CUA) and paved the way for conversations with the Canberra Raiders. Structures were also put in place to improve both academic and wellbeing support for SEAL students.

In 2016, LHS continued to excel in the arts. At the Australian National Eisteddfod 450 students performed in various concert, jazz and rock band divisions. Across the year, each of the five concert bands participated in an interstate performance tour and all combined in an amazing Massed Band Faculty Concert. Performance highlights included parent concerts, the ACT Bands Festival, Floriade and the Year 10 Concert Band interactive performance designed for year 6 students.

Another highlight of the year was the school musical, *The Addams Family*. This production was nominated for an amazing seven Canberra Area Theatre (CAT) Awards and won the award for the Best Orchestra for a School or Youth musical. The Cluster Spectacular was also a major success with students from primary school to college being involved from across the cluster. Another highlight of the year was once again the Art Exhibition which displayed the range of student talent – including paintings, drawings, ceramics and digital photography.

2016 saw continuing changes in information communication technology across the school. Chromebooks, 3D printing and GAFE (Google Apps for Education) are being used effectively in classrooms. Café Lion continues to make education in Hospitality possible for a number of our students and in 2016 the Café again catered for our Arts Exhibition.

Throughout the year a student driven Enviro team worked consistently to raise a wide range of issues from Earth hour to recycling. The team managed significant initiatives – power down signs for all classroom and staffrooms and bin restructuring (bin painting and new recycling bins for indoor areas). This team was selected to showcase their work for other schools by Sustainability ACT. The efforts of the Enviro team were instrumental in gaining the school ACT Government accreditation for waste management.

A number of our students with special needs achieved outstanding results in 2016. Including Learning Support Centre (LSC) students in mainstream classes and accessing excursions beyond the school, contributed to building positive relationships and improved attendance. Learning Support Unit (LSU) students had the opportunity to participate in the ACT Secondary Schools Table Tennis Championships and in the ACT Science Fair where they won their category. All year 10 Inclusion Support Program (ISP) students graduated at standard or above and were successfully transitioned to College. An increasing number of students are accessing Room 60 to seek assistance from teachers.

2016 was a highly successful year for Lyneham High School.

## Progress Against School Priorities in 2016

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Below is Lyneham High School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	510486.90	509893.50	1020380.40
Voluntary contributions	25627.00	37555.62	63182.62
Contributions & donations	9472.45	11764.55	21237.00
Subject contributions	27582.16	65813.12	93395.28
External income (including community use)	20464.55	5874.53	26339.08
Proceeds from sale of assets	363.64	0.00	363.64
Bank Interest	20171.28	17254.99	37426.27
<b>TOTAL INCOME</b>	<b>614167.98</b>	<b>648156.31</b>	<b>1262324.29</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	88247.32	126524.77	214772.09
Cleaning	120273.78	122663.54	242937.32
Security	1391.74	617.00	2008.74
Maintenance	181386.35	166273.40	347659.75
Administration	15919.87	5223.88	21143.75
Staffing	0.00	0.00	0.00
Communication	23799.36	4058.74	27858.10
Assets	52707.38	48820.28	101527.66
General office expenditure	28714.38	40298.31	69012.69
Educational	48891.92	63326.59	112218.51
Subject consumables	48895.27	57144.20	106039.47
<b>TOTAL EXPENDITURE</b>	<b>610227.37</b>	<b>634950.71</b>	<b>1245178.08</b>
<b>OPERATING RESULT</b>	<b>3940.61</b>	<b>13205.60</b>	<b>17146.21</b>
<b>Actual Accumulated Funds</b>	<b>463690.33</b>	<b>615337.33</b>	<b>463690.33</b>
Outstanding commitments (minus)	-37649.15	0.00	-37649.15
<b>BALANCE</b>	<b>429981.79</b>	<b>628542.93</b>	<b>443187.39</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$523.

## 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 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
Internal Painting To fund internal painting of corridors and classrooms and maintain the quality of teaching and learning environments	\$100,00	31/12/2018
Staffing Reserve To mitigate against costs as the school transitions to new School Resourcing Model	\$200,00	31/12/2018

## Endorsement Page

I declare that the Lyneham High School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

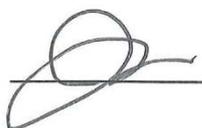
### Members of the School Board

<b>Parent Representatives:</b>	James Cameron	Stephen van Gerwen	Sarah Dunn
<b>Community Representative:</b>	Brigita Bezjak		
<b>Teacher Representative(s):</b>	Claire Hirschfeld	Barbara Monsma	
<b>Student Representative(s):</b>	Brydie Parton	Fraser Wigney	
<b>Board Chair:</b>	James Cameron		
<b>Principal:</b>	Colleen Matheson		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 09 / 05 / 2017

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

Board Chair Signature:  Date: 09 / 05 / 2017