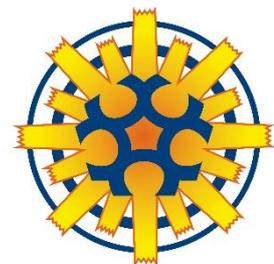


University of Canberra High School Kaleen

Annual School Board Report 2020



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

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

In 2020 the Board worked with the school executive through a significant period of change and transformation. This included Covid-19 impacts, a school review, significant growth in student numbers and a new accounting system.

In the 2020 period the Board also changed our meeting structure to find the time to give the Principal more strategic support and suggestions regarding the management of the school, including a standing agenda item to review key school policies. We moved the BAU reporting which had previously dominated the meeting into written report form and focused on critical issues where the board could add value during the meeting itself. This was a constructive change in format which the Board hopes can continue.

This was made possible by a commendably open and consultative approach from our relatively newly school Principal, who consistently brought difficult issues to the Board, and listened and noted input from all Board members including staff, parents, students and key external stakeholders.

Notable initiatives included a review of the Year 10 Certificate policy, engaging with the school Master Planning process and the construction of a new school fence, the introduction and assessment of a grants process for teacher initiated initiatives, making the school a safer place for children in gender transition through school bathroom changes and a School Review of progress in the School Improvement Plan. Significant updates were also made to the Plan to take into account the School Review feedback and recent student performance data.

The School Board would like to commend the School Executive, Staff and Students for continuing to drive improvement and positive change through an extremely difficult year.

School Context

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 a Learning Support Unit and a Learning Support Autism Unit, 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 Information

Student enrolment

In this reporting period there were a total of 431 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	243
Gender - Female	188
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	23
LBOTE**	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	32.35
Teaching Staff: Full Time Equivalent Temporary	0.80
Non Teaching Staff: Full Time Equivalent	21.49

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 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, 91% of parents and carers, 84% of staff, and 60% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 56 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.	96
Staff are well supported at this school.	64
Staff get quality feedback on their performance.	50
Student behaviour is well managed at this school.	68
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	88
Students like being at this school.	77
Students' learning needs are being met at this school.	79
Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	86
Teachers at this school treat students fairly.	79
Teachers give useful feedback.	84
This school is well maintained.	91
This school looks for ways to improve.	91
This school takes staff opinions seriously.	71
This school works with parents to support students' learning.	93

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 116 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	
I can talk to my child's teachers about my concerns.	87
My child feels safe at this school.	86
My child is making good progress at this school.	86
My child likes being at this school.	87
My child's learning needs are being met at this school.	79
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	83
Teachers at this school motivate my child to learn.	81
Teachers at this school treat students fairly.	76
This school is well maintained.	82
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	76
This school works with me to support my child's learning.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 344 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 can talk to my teachers about my concerns.	38
I feel safe at this school.	55
I like being at my school.	54
My school gives me opportunities to do interesting things.	63
My school is well maintained.	54
My school looks for ways to improve.	61
My teachers expect me to do my best.	74
My teachers motivate me to learn.	60
Staff take students' concerns seriously.	54
Student behaviour is well managed at my school.	27

Teachers at my school treat students fairly.	48
Teachers give useful feedback.	48

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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-June	July-December	January-December
Self-management funds	221152.83	271243.55	492396.38
Voluntary contributions	4900.00	3587.95	8487.95
Contributions & donations	2930.00	3900.00	6830.00
Subject contributions	5530.00	11440.00	16970.00
External income (including community use)	15368.77	0.00	15368.77
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3405.34	2988.18	6393.52
TOTAL INCOME	253286.94	293159.68	546446.62
EXPENDITURE			
Utilities and general overheads	80669.33	118096.67	198766.00
Cleaning	-115.44	1272.64	1157.20
Security	5048.99	2574.00	7622.99
Maintenance	32450.87	77368.74	109819.61
Administration	71090.35	67726.58	138816.93
Staffing	0.00	0.00	0.00
Communication	3904.01	4314.70	8218.71
Assets	572.73	6104.45	6677.18
Leases	0.00	0.00	0.00
General office expenditure	35020.63	34789.12	69809.75
Educational	15803.56	37241.70	53045.26
Subject consumables	2599.44	0.00	2599.44
TOTAL EXPENDITURE	247044.47	349488.60	596533.07
OPERATING RESULT	6242.47	-56328.92	-50086.45
Actual Accumulated Funds	241064.82	210276.22	235511.70
Outstanding commitments (minus)	-21537.11	0.00	-21537.11
BALANCE	225770.18	153947.30	163888.14

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
Reserve Teacher Staffing 20-21 <ul style="list-style-type: none">• 2020 will see multiple substantiative SLC appointments at UCHSK. This is critical to the establishment of a stable Executive Team.• This reserve was created to cover any possible staffing loss associated with these appointments.	\$81,728.00	2021
Reserve Admin Staffing 20-21 <ul style="list-style-type: none">• Created to cover the cost of additional front office staffing where required.	\$35,346.00	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Matthew Gaul,	Michael Doyle.
Community Representative(s):	Emily Hills,	Emma Mildenhall.
Teacher Representative(s):	Jenelle Reynolds.	
Student Representative(s):	Daniel Gray,	Nikos Burke-Millea.
Board Chair:	Andrew Kable.	
Principal:	Daniel Mowbray.	

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

2020 Board Chair Signature: Andrew Kable

Date: 25/06/2021

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: 25 / 06 / 2021