

# Alfred Deakin High School

Annual School Board Report 2020



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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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## Contents

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Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	3
Student Information .....	4
Student enrolment.....	4
Student attendance .....	<b>Error! Bookmark not defined.</b>
Supporting attendance and managing non-attendance.....	4
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition .....	5
School Review and Development .....	5
School Satisfaction .....	5
Overall Satisfaction .....	5
Learning and Assessment .....	7
Performance in Literacy and Numeracy .....	7
Early years assessment .....	<b>Error! Bookmark not defined.</b>
NAPLAN .....	<b>Error! Bookmark not defined.</b>
Outcomes for College Students .....	<b>Error! Bookmark not defined.</b>
Post School Destination .....	<b>Error! Bookmark not defined.</b>
Financial Summary .....	8
Voluntary Contributions .....	9
Reserves .....	9
Endorsement Page .....	10
Members of the School Board .....	10

## 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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### ***Operating context***

COVID19 for the Alfred Deakin High School (ADHS) community made 2020 was a year like no other in the memories of staff, students, parents, and carers.

The ADHS community stepped up to ensure that 2020 was a successful year students and staff, in what was at the start of 2020, a rapidly transforming and uncharted environment; with widespread bush fires across the Nation, and especially in the broader ACT region, and at the time, a totally unknown understanding of the impact that the COVID19 pandemic was expected to take in March to May 2020.

The ADHS staff are to be commended for their substantial work to quickly tailor the curriculum so that it could be implemented successfully in an on-line learning environment in rapid time to all students with very different learning styles and needs.

### ***Board meetings***

Throughout the year the ADHS Board met nine times, four of which were online meetings via Microsoft Teams. The Board received regular reports from the Principal, students, parents and staff on the implementation of our strategic priorities.

In addition, in 2020, a Board Charter and Meeting Planner were developed for the purpose of inducting new board members, as well as ensuring all required functions are included as part of the schedule of meetings.

### ***School improvement planning***

The Board reviewed and ratified the 2019 Impact Report and 2020 Action Plan, including the amended Action Plan post the COVID home learning period. The Annual School Board Report from 2019 summarised school performance using a range of data sets including the National Assessment Program-Literacy and Numeracy (NAPLAN) results, student attendance, stakeholder satisfaction and financial management. Student voice was incorporated into this planning through the Student Executive Group and Year 10 focus groups.

### ***Curriculum delivery***

Part of the Board's focus in 2020, and a large part of the curriculum focus for the year, was directed toward oversighting and providing feedback on the transition to and return from online learning. This included monitoring stakeholder survey feedback from students, parents and staff.

In other curriculum development work, the Track program was evaluated and refined for 2021 and a trade Mathematics course was trialled to support an additional pathway option for students. ADHS also worked in collaboration with the network Registered Training Organisation (RTO) and high schools to deliver a Certificate 2 in Construction Pathways for 30 Year 10 students from South Weston Network schools.

### ***School resources***

The ADHS Board acquitted on its function of approving the school budget and actively overseeing school finances in line with budgetary policy. Funds were allocated to support the rollout of a Maths textbook program, enabling access for all students.

Online learning platforms in Mathematics, Science and the Languages were evaluated and a model for ongoing funding was put in place. Sponsorship proposals from specialist programs were reviewed in line with directorate policy.

School maintenance funds were allocated for external painting and the refurbishment of 4 classrooms. Directorate funds were used to redevelop the Library courtyard into a usable space and the roof replacement program was completed on the Hall, Technology and Science buildings. The STEM refurbishment was put on hold during this period due to the major works associated with the reroofing program. Additional funds were added to reserves for the STEM refurbishment and planning will recommence in 2021.

### ***Education policy***

The management of major public health issues dominated the commencement of 2020. The first of these necessitated the implementation of the *Air Quality Impact and Response Guide*, including support materials for students, families and staff.

From late Term 1, the Board were regularly updated on the ACT Government COVID safe planning, including protocols put in place to support a six week period of home learning. 2020 also saw the implementation of the updated ADHS Mobile Phone policy, which was developed in consultation with parents late 2019. Clarification was sought on School Youth Health Program in relation to access to health records for parents and young people.

The Schools Compliance Report was completed in June and December, evidencing adherence to the policy framework supporting schools.

### ***Parental engagement***

The Board initiated the concept of a Parent Skills Register in 2020. This was designed to enable teachers and students to access parent expertise for the purpose of augmenting learning programs or future pathways planning.

The concept was trialled through senior maths and science classes, with 19 parents and community members presenting individual sessions on how maths and science is used in their profession. The

school's program of Parent Forums and Parent Support Group meetings was suspended for parts of 2020 due to the pandemic.

In the latter part of the year parents were invited back into the school for Parent Support Group sessions and key forums such as Year 6 transition. A return from COVID survey was undertaken with students, staff and families to gauge both successes and areas requiring more attention upon return to face to face delivery.

## 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 877, 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 877 students enrolled at this school.

**Table: Student enrolment\***

Student type	Number of students
Gender - Male	491
Gender - Female	386
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	24
LBOTE**	257

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 regarding 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 ADHS' verified August 2020 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	52.90
Teaching Staff: Full Time Equivalent Temporary	6.00
Non Teaching Staff: Full Time Equivalent	21.13

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 2017. 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, 86% of parents and carers, 85% of staff, and 72% 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 55 staff responded to the survey. Please note that not all responders answered every question.

**Table: Proportion (in percentage) of staff\* in agreement with each national opinion item**

National opinion item	Proportion (in %)
Parents at this school can talk to teachers about their concerns.	98
Staff are well supported at this school.	84
Staff get quality feedback on their performance.	56
Student behaviour is well managed at this school.	63
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	93
Students like being at this school.	90
Students' learning needs are being met at this school.	84
Teachers at this school expect students to do their best.	91
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	80
This school is well maintained.	95
This school looks for ways to improve.	90
This school takes staff opinions seriously.	77
This school works with parents to support students' learning.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question – expressed as a percentage

A total of 172 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	Proportion (%)
I can talk to my child's teachers about my concerns.	90
My child feels safe at this school.	91
My child is making good progress at this school.	80
My child likes being at this school.	93
My child's learning needs are being met at this school.	75
Student behaviour is well managed at this school.	70
Teachers at this school expect my child to do his or her best.	83
Teachers at this school give useful feedback.	73

Teachers at this school motivate my child to learn.	74
Teachers at this school treat students fairly.	82
This school is well maintained.	85
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	71
This school works with me to support my child's learning.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 665 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	Proportion (%)
I can talk to my teachers about my concerns.	48
I feel safe at this school.	68
I like being at my school.	56
My school gives me opportunities to do interesting things.	67
My school is well maintained.	64
My school looks for ways to improve.	72
My teachers expect me to do my best.	76
My teachers motivate me to learn.	60
Staff take students' concerns seriously.	58
Student behaviour is well managed at my school.	37
Teachers at my school treat students fairly.	50
Teachers give useful feedback.	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### NAPLAN

Students in Years 3, 5, 7 and 9 in all ACT schools participate in the 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	276,641.20	269,832.82	546,474.02
Voluntary contributions	18,050.20	5,697.50	23,747.70
Contributions & donations	3,517.35	3,500.00	7,017.35
Subject contributions	47,500.40	38,793.10	86,293.50
External income (including community use)	3,482.50	1,961.82	5,444.32
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4,858.82	3,814.65	8,673.47
<b>TOTAL INCOME</b>	<b>354,050.47</b>	<b>323,599.89</b>	<b>677,650.36</b>
EXPENDITURE			
Utilities and general overheads	89,466.49	140,246.57	229,713.06
Cleaning	944.18	0.00	944.18
Security	13,966.47	8,058.44	22,024.91
Maintenance	39,589.64	94,115.39	133,705.03
Administration	2,058.90	19,909.53	21,968.43
Staffing	94,465.00	5,154.46	99,619.46
Communication	6,334.30	6,473.45	12,807.75
Assets	18,579.93	19,720.56	38,300.49
Leases	0.00	0.00	0.00
General office expenditure	11,924.42	18,503.93	30,428.35
Educational	20,245.25	22,943.97	43,189.22
Subject consumables	22,640.01	55,904.51	78,544.52
<b>TOTAL EXPENDITURE</b>	<b>320,214.59</b>	<b>391,030.81</b>	<b>711,245.40</b>
<b>OPERATING RESULT</b>	<b>33,835.88</b>	<b>-67,430.92</b>	<b>-33,595.04</b>
<b>Actual</b> Accumulated Funds	300,649.55	328,635.60	328,635.60
Outstanding commitments (minus)	-38,296.21	0.00	-38,296.21
<b>BALANCE</b>	<b>296,189.22</b>	<b>261,204.68</b>	<b>256,744.35</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>
STEM Technology refurbishment – created as part of a proposal for a jointly funded capital works project between ADHS and Infrastructure and Capital Works section. The goal is to refurbish outdated and restricted spaces in the Technology wing, providing a modern and flexible design and maker space incorporating science and technology.	95,000	2021/22
Bus replacement – created to enable bus lease when the current vehicle reaches end of life. The bus facility enables access to learning opportunities and programs for students from the full spectrum of social, cultural and economic need.	20,000	2022
School development plan 2019-2020 – created to fund innovative projects aligned to school improvement goals, primarily through staffing support	16,000	2020

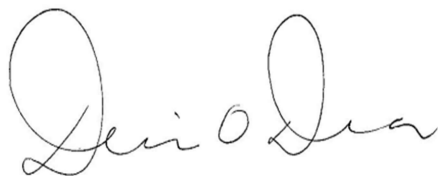
## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Denis O'Dea	Rajiv Shah	Anne Twyman
<b>Community Representative(s):</b>	Denis O'Hare		
<b>Teacher Representative(s):</b>	Calum Clugston	Zoe Cole	
<b>Student Representative(s):</b>	Edeline Ohk	Mridul Bhattarai	
<b>Board Chair:</b>	Denis O'Dea		
<b>Principal:</b>	David Briggs		

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



2020 Board Chair Signature: Denis O'Dea

Date: 18/06/2021

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:

David Briggs

Date: 18/06/2021