



# UC Senior Secondary College Lake Ginninderra

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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## 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 welcomed Melissa Planten as the new principal.

The challenges of bushfires, hailstorms and COVID-19 were a major factor in 2020. Schools had to consider, and respond to, national and territory recommendations and processes for students, staff and community. This included new management of site arrangements, lock downs, working from home and the provision of teaching and learning.

The College pivoted to online learning and provided a website dedicated to learning and assessment and student wellbeing. The Google suite provided the tools for online learning and communications through Google Classroom.

Weekly wellbeing check-ins were initiated for students. Online parent/teacher events were held; and a virtual Wellbeing and Resilience Event on Zoom was arranged by the P&C with help from the College, UC and guest Minister for Education, Yvette Berry, to assist with the successful navigation of the second half of the 2020 school year. The session gave information to families about supports available for them and their students provided by the ACT Government, the College, the University of Canberra Headspace, and the broader community.

Improvements and projects are ongoing within the College – the large-scale library renovation, Dance studio floor re-placement, website upgrade are due to be completed in Semester 1 2021.

The School Board sought to provide great support and assistance to the College and school community during this time, and thanks the College for its ongoing management and leadership through these times.

## School Context

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The University of Canberra Senior Secondary College Lake Ginninderra (UC SSC LG) is a centre of excellence for teaching and learning, specialising in the education of Year 11 and 12 students. Staff are dedicated to equipping students for the future, working with them, their families, and outside institutions to provide the best in senior secondary education.

Situated on the shores of Lake Ginninderra, the college is centrally located and near the facilities of the University of Canberra (UC), Australian Institute of Sport (AIS), Australian National University (ANU) and the CSIRO. Students are drawn from high schools in the ACT, the Australian Institute of Sport (national scholarship athletes), International Private Students, and Overseas Exchange Students.

The college provides a modern and well-resourced learning environment, offering students more than sixty courses of recognised study. Student pathways are supported by achievement in traditional subject areas and complemented by a diverse range of other curriculum options and opportunities for extension and enrichment.

The University of Canberra and the College pioneered an innovative partnership in 2011, focusing on new ways of thinking about providing and delivering education. Sharing resources, strategies, research and practice, the partnership strengthens teaching and learning initiatives at the college.

The college is nationally renowned for its Outdoor Education Program which has strong environmental, adventure and cultural emphases. The program develops leadership and practical outdoor skills, and it produces and nurtures confident young people ready to take on leadership roles and to work productively as members of a team.

Transition to college marks a period of new academic and social challenges. The school understands the value of 21st Century knowledge, skills, and a real-life application for learning. The College offers an extensive range of study /course options and the Arts (visual and creative), STEM, Humanities, Languages, Economics, Global Studies, Design, Robotics, Human Biology, Technology, and inter-disciplinary connections provide opportunities for creativity, enterprise, inquiry, collaboration, innovation, and hands-on learning.

Focussing on health/wellbeing the school provides a wraparound service to enable a happy, connected transition, and students are encouraged to study courses/subjects reflecting their interests and passions. A range of student support services provides pastoral care, course advice, counselling services and career planning. Students access academic and vocational pathways and access a broad range of university/tertiary options, Australian National University (ANU) extension programs 'H courses', Australian School Based Apprenticeships, work experience, links to employers and interests beyond college.

UCSSC Lake Ginninderra students are equipped with the knowledge, skills and mind set for the future world of study and/or career and are reflective, informed, and active members of a broader global community.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 701 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	372
Gender - Female	329
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	35
LBOTE**	153

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.



## 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	40.21
Teaching Staff: Full Time Equivalent Temporary	5.75
Non Teaching Staff: Full Time Equivalent	19.35

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 2019. 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, 81% of parents and carers, 100% of staff, and 71% 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 54 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.	98
Staff are well supported at this school.	54
Staff get quality feedback on their performance.	35
Student behaviour is well managed at this school.	83
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	93
Students like being at this school.	96
Students' learning needs are being met at this school.	82



Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	93
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	85
This school is well maintained.	82
This school looks for ways to improve.	80
This school takes staff opinions seriously.	39
This school works with parents to support students' learning.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 77 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.	86
My child feels safe at this school.	89
My child is making good progress at this school.	69
My child likes being at this school.	81
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	56
Teachers at this school expect my child to do his or her best.	86
Teachers at this school give useful feedback.	79
Teachers at this school motivate my child to learn.	67
Teachers at this school treat students fairly.	74
This school is well maintained.	76
This school looks for ways to improve.	65
This school takes parents' opinions seriously.	49
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 252 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.	54
I feel safe at this school.	72
I like being at my school.	52
My school gives me opportunities to do interesting things.	71

My school is well maintained.	69
My school looks for ways to improve.	62
My teachers expect me to do my best.	73
My teachers motivate me to learn.	63
Staff take students' concerns seriously.	70
Student behaviour is well managed at my school.	54
Teachers at my school treat students fairly.	70
Teachers give useful feedback.	69

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

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

#### *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.

### Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving an ACT Senior Secondary Certificate (ACT SSC) and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

**Table: Year 12 outcomes for students by percentage**

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	84.03

Receiving an ACT Senior Secondary Certificate	84.03
Receiving an ATAR	41.74

Source: Board of Senior Secondary Studies

## Post School Destination

The following table shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in this reporting period. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Note: The survey was conducted in May 2020 during COVID-19 lockdown. This has impacted the results, particularly for employment.

**Table: Comparison of post school destinations for students by percentage**

Outcome	College	ACT
University	24.1	36.0
CIT/TAFE	12.6	10.9
Other training provider	6.9	6.4
Deferred Studies	35.6	30.3
Employed	63.2	62.4
Not studying or employed	21.8	15.1

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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.

INCOME	January-June	July-December	January-December
Self-management funds	337324.85	323464.84	660789.69
Voluntary contributions	3300.00	22510.00	25810.00
Contributions & donations	1614.45	696.73	2311.18
Subject contributions	3452.00	2119.50	5571.50
External income (including community use)	12844.27	938.72	13782.99
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	9056.35	8623.74	17680.09
<b>TOTAL INCOME</b>	<b>367591.92</b>	<b>358353.53</b>	<b>725945.45</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	72121.10	114910.37	187031.47
Cleaning	0.00	0.00	0.00
Security	2165.79	0.00	2165.79
Maintenance	50527.04	17730.04	68257.08
Administration	16705.79	8554.82	25260.61
Staffing	22947.00	38274.43	61221.43
Communication	11055.98	7245.81	18301.79
Assets	9558.82	21900.83	31459.65
Leases	3611.05	6100.50	9711.55
General office expenditure	39827.46	26363.14	66190.60
Educational	38046.29	26317.19	64363.48
Subject consumables	15866.21	14181.80	30048.01
Other Payments	0.00	239.00	239.00
Directorate Funded Payments	0.00	5812.55	5812.55
<b>TOTAL EXPENDITURE</b>	<b>282432.53</b>	<b>287630.48</b>	<b>570063.01</b>
<b>OPERATING RESULT</b>	<b>85159.39</b>	<b>70723.05</b>	<b>155882.44</b>
<b>Actual</b> Accumulated Funds (31.12.20)	591582.31	591899.12	591899.12
Outstanding commitments (minus)	-3667.85	0.00	0.00
<b>BALANCE</b>	<b>587914.46</b>	<b>591899.12</b>	<b>591899.12</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

The breakdown of funds below relates to the last financial year (date range 1 January – 31 December 2020) closing balance as of 31 October 2020.

Name and Purpose	Amount	Expected Completion
College Bus Maintenance Ongoing reserves for repairs and maintenance of buses used for school excursions	\$30,000.00	Ongoing
Computer Purchase 2021 Upgrading/replacing aging chromebooks and computer labs for students	\$70,000.00	TBC
Boatshed/Maintenance/Equipment Ongoing reserves for work to be undertaken as needed for Outdoor Education and other educational programs	\$20,000.00	TBC
Staffing Debt To allow adequate staff to fulfill student needs with subject selections and enrolment variations	\$250,000.00	2021/22
Paint, Carpet, Foyer, Library and General works to update the school and learning and work environment.	\$90,000.00	Ongoing
Total		\$460,000.00

*\* reserves are subject to ongoing review due to the operational needs of the College.*

## Endorsement Page

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### Members of the School Board

Parent Representative:	Mr Stephen Van Gerwen	Mr Ken Smith
Teacher Representative(s):	Mr Chris Jones	Mr Gerard Barrett
Student Representative(s):	Ms Imogen Steel	Ms Tepi Bell
Administration Officer:	Ms Claire Gasteen	
Community Representative:	Professor Barney Delgarno (University of Canberra, Executive Dean)	
Board Chair:	Mr Michael Hicks	
Principal:	Ms Melissa Planten	

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



2020 Board Chair Signature: Michael Hicks

Date: 13 / 07 / 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: Melissa Planten

Date: 13 / 07 / 2021