



RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE

# Calwell 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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Calwell High School is a coeducational setting delivering the Australian curriculum to students in years 7 to 10. It is located in the southern district of the ACT in the Tuggeranong Valley. The school values are Respect, Courage, Self-Discipline and Achievement. It is the intention that all students graduate from Calwell High School with access to connections that are sustainable valued and transferable; aspirations that are realistic and attainable and achievements that are recognisable and measurable. The school provides an inclusive educational program for students, placing a strong emphasis on providing the best education for all students across all key learning areas. Student progress is tracked on a regular basis through Year Advisory Teams. The school works very closely with the primary schools in the Calwell Cluster and all schools in the Tuggeranong Network. The school provides extension programs in core learning areas as well as delivering programs that cater for specific needs in our student body. Literacy and numeracy are embedded in all curriculum areas. Students in years 9 and 10 access vocational education and other opportunities that prepare their pathway to senior secondary education. The school has developed an enviable reputation in the arts, recognised locally and nationally with a specific emphasis on dance music and drama. A state of the art performing arts centre was completed in early 2011 to support the delivery of the performing arts. The school places a strong emphasis on student wellbeing. Our Positive Behaviour for Learning Framework (PBL) informs and strengthens our culture of success for all students, valuing their strengths and reinforcing the importance of respectful, positive relationships, attitudes and behaviours. This enables the school to work in an independent effective and holistic manner in order to address specific concerns, build student voice, establish and maintain relationships with the community based support and external organisations, businesses and parents. Calwell High School has developed and maintained strong community links with local businesses outside agencies and pastoral care programs over many years. These include Calwell Shopping Centre Businesses, Tuggeranong PCYC, Messengers, and MensLink. These have become significant resources for the Calwell High School community.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 417 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	209
Gender - Female	208
Aboriginal and Torres Strait Islander	48
LBOTE*	81
Non-binary or other**	0

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	82.0
8	81.0
9	72.0
10	78.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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	34.12
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	24.55

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 involved a Special Purpose Review in 2022. A copy of the Special Purpose 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, 55.0% of parents and carers, 46.7% of staff, and 40.7% 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 45 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.	60
Teachers give useful feedback	42
Teachers at this school treat students fairly.	64
This school is well maintained.	62
Students feel safe at this school.	47
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	31
Students like being at this school.	42
This school looks for ways to improve.	87
This school takes staff opinions seriously.	58
Teachers at this school motivate students to learn.	60
Students' learning needs are being met at this school.	40
This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	29
Staff are well supported at this school.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 40 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.	78
Teachers give useful feedback	60
Teachers at this school treat students fairly.	53
This school is well maintained.	63
My child feels safe at this school.	50



I can talk to my child's teachers about my concerns.	73
Student behaviour is well managed at this school.	38
My child likes being at this school.	63
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	50
Teachers at this school motivate my child to learn.	48
My child is making good progress at this school.	53
My child's learning needs are being met at this school.	50
This school works with me to support my child's learning.	60

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 172 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	
My teachers expect me to do my best.	58
Teachers give useful feedback	40
Teachers at my school treat students fairly.	41
My school is well maintained.	27
I feel safe at this school	33
I can talk to my teachers about my concerns.	33
Student behaviour is well managed at my school.	20
I like being at my school.	34
My school looks for ways to improve.	40
Staff takes students' concerns seriously	37
My teachers motivate me to learn.	43
My school gives me opportunities to do interesting things.	38

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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### 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, 1.02 % of year 7 students and 1.02 % 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	496	554	545	591
Writing	459	536	524	565
Spelling	503	554	551	584
Grammar & Punctuation	477	541	546	586
Numeracy	483	552	557	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**

INCOME	January-December
Directorate Funding	456717.96
Contributions and Donations	12577.02
Subject Contributions	200.00
Hire of Facilities	49884.88
External Revenue	0.00
Sale of Assets	0.00
Interest Received	5793.59
Other School Revenue	1820.61
<b>TOTAL INCOME</b>	<b>526994.06</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	157135.71
Security and Caretaking	3058.54
Maintenance	104649.65
Administration	18235.98

Staffing Expenditure	360.00
Communication	11996.49
Assets & Leases	57127.77
General Expenses	38051.20
Educational Resources	87987.83
Subject Consumables	189.00
Directorate Funded Payments	53627.54
Other Payments	531.71
<b>TOTAL EXPENDITURE</b>	532951.42
<b>OPERATING RESULT</b>	-5957.36
Accumulated Funds	152938.69
<b>BALANCE</b>	146981.33

## 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.

Type	Amount
Voluntary Contributions	\$2670
Library Trust Fund	\$215

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Pippa Harbers,	Megan Fox
<b>Community Representative(s):</b>	Mary McNeice,	
<b>Teacher Representative(s):</b>	Peter Curtis,	Sarah Drinkell
<b>Student Representative(s):</b>	Sally Johns,	Farrah Ahmed
<b>Board Chair:</b>	Michelle Bruce	
<b>Principal:</b>	Steve Collins	

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

2022 Board Chair Signature: Michelle Bruce

Date: 11/ 08/ 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: Steve Collins

Date: 11 / 08 / 2023