



# Canberra 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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## 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 met twice a term during 2020 including using online meeting platforms during the COVID-19 restrictions. They discussed a broad range of issues relating to teaching and learning within the school, improvements to the school environment, management of the school budget, and changes in education policies relevant to the operation of the school. During the year the Board benefited from in depth presentations on the Canberra High School Annual Action Plan, the new Action Teams, leadership opportunities within the school, and the trial of new House Battles as a means of engaging students with their community, building House pride and a healthy spirit of collaboration and competition within the school. During the year the Board also supported changes to the way school activities and celebrations were able run due to the new restrictions on public gatherings. This included new ways to showcase our school in place of Open Night and the differently structured Year 10 and 7 Presentation nights. Board meetings continued to provide a valuable opportunity for parents, staff, students, and community members to come together to discuss the diverse ways that the school is supporting the students at Canberra High School.

## School Context

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In 2020 Canberra High School continued to work toward collaboratively achieving the goals set out in our 5-year Strategic plan and Annual Action Plan. Being an anomaly year due to the restrictions of the COVID-19 pandemic, our teaching staff supported by the leadership team were dynamic and responsive in the way they adapted curriculum and assessment to meet the needs of our students and their families. Learning Hubs and Term Overviews were introduced for the first time and were met with great thanks from our school community as they allowed for better planning, transparency and communication between school and home. More than ever, staff and student wellbeing were key driving factors in all decisions made throughout the school year. As a community the teachers worked collaboratively to better develop wellbeing measures and strategies to be implemented through our already impactful ACE program.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 869 students enrolled at this school.

**Table: Student enrolment\***

Student type	Number of students
Gender - Male	449
Gender - Female	420
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	27
LBOTE**	253

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	51.74
Teaching Staff: Full Time Equivalent Temporary	9.40
Non-Teaching Staff: Full Time Equivalent	21.60

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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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, 88% of parents and carers, 97% of staff, and 63% 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 79 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.	84
Staff get quality feedback on their performance.	63
Student behaviour is well managed at this school.	85
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	95
Students like being at this school.	95
Students' learning needs are being met at this school.	89
Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	95
Teachers at this school treat students fairly.	95
Teachers give useful feedback.	87
This school is well maintained.	86
This school looks for ways to improve.	95
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	95

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 171 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.	89
My child feels safe at this school.	86
My child is making good progress at this school.	84
My child likes being at this school.	86
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	70
Teachers at this school expect my child to do his or her best.	85
Teachers at this school give useful feedback.	80
Teachers at this school motivate my child to learn.	79
Teachers at this school treat students fairly.	84
This school is well maintained.	75
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	64
This school works with me to support my child's learning.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 699 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.	43
I feel safe at this school.	58
I like being at my school.	48
My school gives me opportunities to do interesting things.	60
My school is well maintained.	43
My school looks for ways to improve.	56
My teachers expect me to do my best.	71
My teachers motivate me to learn.	55
Staff take students' concerns seriously.	54
Student behaviour is well managed at my school.	28
Teachers at my school treat students fairly.	44
Teachers give useful feedback.	54

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 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	306394.03	303329.60	609723.63
Voluntary contributions	9985.00	12011.00	21996.00
Contributions & donations	1185.00	-1182.50	2.50
Subject contributions	32472.50	35701.00	68173.50
External income (including community use)	1514.54	614.71	2129.25
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5623.92	4926.21	10550.13
<b>TOTAL INCOME</b>	<b>357174.99</b>	<b>355400.02</b>	<b>712575.01</b>
EXPENDITURE			
Utilities and general overheads	83473.63	142561.32	226034.95
Cleaning	0.00	0.00	0.00
Security	3454.19	2516.45	5970.64
Maintenance	78619.49	89530.85	168150.34
Administration	3929.06	4470.83	8399.89
Staffing	0.00	-40157.39	-40157.39
Communication	6372.69	5773.90	12146.59
Assets	5700.13	23357.71	29057.84
General office expenditure	24314.96	36625.30	60940.26
Educational	7207.06	15837.16	23044.22
Subject consumables	47471.86	27778.34	75250.20
<b>TOTAL EXPENDITURE</b>	<b>260543.07</b>	<b>308294.47</b>	<b>568837.54</b>
<b>OPERATING RESULT</b>	<b>96631.92</b>	<b>47105.55</b>	<b>143737.47</b>
<b>Actual Accumulated Funds</b>	<b>380047.99</b>	<b>397282.67</b>	<b>397282.67</b>
Outstanding commitments (minus)	-22359.16	0.00	-22359.16
<b>BALANCE</b>	<b>454320.75</b>	<b>444388.22</b>	<b>518660.98</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

Name and Purpose	Amount	Expected Completion
<ul style="list-style-type: none"><li>Vocational Education. Additional pathways for students</li></ul>	\$11,600	2022
<ul style="list-style-type: none"><li>Staffing. Reserve to cover possible staffing bill</li></ul>	\$50,000	2022
<ul style="list-style-type: none"><li>Student Environment. Modernise the school environment for teachers and students</li></ul>	\$21,400	2022

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Daniel Stewart	Mark Thompson	Rebecca Drew
<b>Community Representative(s):</b>	Lyn Chester		
<b>Teacher Representative(s):</b>	Phil Dunne	Cameron Betts	Alena Hutchison
<b>Student Representative(s):</b>	Ansh Chheda	Zoe Butler	
<b>Board Chair:</b>	Rebecca Drew		
<b>Principal:</b>	Samara Chisholm		

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

Rebecca Drew

2020 Board Chair Signature:

Date: 23/ 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: Samara  
Chisholm

Date: 24 / 06 / 2021