



Canberra 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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
NAPLAN	6
Financial Summary.....	7
Voluntary Contributions	8
Reserves	8
Endorsement Page.....	9
Members of the School Board	9

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

The School Board met twice a term during 2022, including using online meeting platforms during the first half of the year due to COVID-19 restrictions. The Board discussed a broad range of issues relating to teaching and learning within the school, improvements to the school environment including the development of the indigenous garden, management of the school budget, and changes in education policies relevant to the operation of the school. Much of the discussion in the first half of the year focused on what a post-pandemic normal looked like for staff, students and parents and the on-going effects of staff and student absences. During the year, the Board also discussed the School Annual Action Plan, staffing changes including new staff to the school, the establishment of a new deputy principal position, and staff and curriculum development activities, revisions to the school mobile phone policy, introduction of new shirts in house colours as part of the SHAPE uniform, and participation in excursions, competitions and other extra-curricular activities. 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

In 2022 Canberra High School continued to work toward collaboratively achieving the goals set out in our 5-year Strategic plan and Annual Action Plan. Our school values are Community, Attitude, Respect, Excellent and Safety, these values form the basis of the expectations, behaviours and actions at Canberra High School. Our teaching staff, supported by the leadership team continued to be dynamic and responsive in the way they adapted curriculum and assessment to meet the needs of our students and their families. Our online Learning Hubs and Term Overviews were further developed to allow for improved planning, transparency and communication between school and home regarding curriculum and assessment and as always these were greatly appreciated by our families. Staff and student wellbeing continued to be key driving factors in all decisions made throughout the school year and this was supported by the resourcing given to professional learning, the student engagement team, staffing and our ACE program. In 2022 the ACE program was reviewed by a targeted Action Team, with new programs and resources developed for 2023.

Student Information

Student enrolment

In this reporting period there were a total of 895 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	455
Gender - Female	440
Aboriginal and Torres Strait Islander	26
LBOTE*	330
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	85.0
8	86.0
9	85.0
10	84.0

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	57.86
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	20.28

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 will be reviewed in 2025.

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, 88.9% of parents and carers, 93.2% of staff, and 65.4% 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 73 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.	96
Teachers give useful feedback	87
Teachers at this school treat students fairly.	90
This school is well maintained.	75
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	92
Students like being at this school.	89
This school looks for ways to improve.	93
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	82
This school works with parents to support students' learning.	96
Staff get quality feedback on their performance	75
Staff are well supported at this school.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 207 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.	89
Teachers give useful feedback	87
Teachers at this school treat students fairly.	80
This school is well maintained.	74
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	69
My child likes being at this school.	90
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	79
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 708 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.	72
Teachers give useful feedback	52
Teachers at my school treat students fairly.	51
My school is well maintained.	44
I feel safe at this school	57
I can talk to my teachers about my concerns.	37
Student behaviour is well managed at my school.	31
I like being at my school.	53
My school looks for ways to improve.	57
Staff takes students' concerns seriously	52
My teachers motivate me to learn.	54
My school gives me opportunities to do interesting things.	66

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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, 0.91 % of year 7 students and 0.88 % 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	562	554	590	591
Writing	534	536	562	565
Spelling	556	554	584	584
Grammar & Punctuation	547	541	583	586
Numeracy	566	552	598	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	755530.53
Contributions and Donations	52542.40
Subject Contributions	110508.25
Hire of Facilities	33505.61
External Revenue	10623.64
Sale of Assets	2727.27
Interest Received	21431.48
Other School Revenue	7309.37
TOTAL INCOME	994178.55
EXPENDITURE	
Utilities and General Overheads	231398.31
Security and Caretaking	2690.10
Maintenance	175570.67
Administration	37252.70
Staffing Expenditure	93583.00
Communication	8058.30
Assets & Leases	113850.43
General Expenses	74317.02
Educational Resources	130246.71
Subject Consumables	72300.65
Directorate Funded Payments	59104.42
Other Payments	19882.04
TOTAL EXPENDITURE	1018254.35
OPERATING RESULT	-24075.80
Accumulated Funds	405709.30
BALANCE	381533.50

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">STAFFING RESERVE – To cover possible staffing bill	\$80,000	2023
<ul style="list-style-type: none">STUDENT ENVIRONMENT – Modernise the school environment for staff and students	\$21,000	2023
<ul style="list-style-type: none">MICROSCOPES – upgrade of microscopes in classrooms	\$25,000	2023
<ul style="list-style-type: none">BATHROOM UPGRADE – Upgrade to student bathrooms	\$100,000	2024
<ul style="list-style-type: none">VOCATIONAL EDUCATION – Additional pathways for students	\$12,000	2023
<ul style="list-style-type: none">STEM – STEM Resources	\$50,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Valessa Basic,	Dr Fern Hyde,	Daniel Stewart.
Community Representative(s):			
Teacher Representative(s):	Emily Fisher,	Mel Timpson	
Student Representative(s):	Rachel Huxley	Poppy Patterson	
Board Chair:	Daniel Stewart		
Principal:	Samara Chisholm		

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

2022 Board Chair Signature: Daniel Stewart

Date: 24/ 03/ 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: Samara Chisholm

Date: 21 / 03 / 2023