



Canberra High School

Annual School Board Report 2018



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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

The School Board met twice a term during 2018 and 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 vocational education pathways, leadership opportunities within the school and the outdoor education program. The Board also continued its focus on understanding the way in which the roll out of Chromebooks was supporting student learning. During the year the Board also supported school activities such as open night and the Year 10 Presentation night. Board meetings continue 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 of Canberra High School.

School Context

As a result of the 2014 External Validation process, Canberra High School has continued a focus on the following strategic priorities in 2018: differentiated teaching and learning; effective pedagogical practice; a positive culture of learning and building community partnerships.

To support strategic priorities professional learning was undertaken by all teachers to provide them with tools and the language of how to deliver effective pedagogy within the classroom to create and provide engaging environments for their students. As a result, a shared school pathway goal was created and supported by all staff. Staff were provided the opportunity to have more meaningful and richer discussions about their classroom observations and how this reflects their pedagogical practices and to further promote a positive culture of learning.

The 2018 Annual Operating Plan revised key indicators of success to better reflect when targets are met. Once again in the 2018 Annual Operating Plan key indicators of success and specific actions were discussed with the leadership team ensuring Executive had key roles in order to meet the improvement strategies. This has also led to Executive sharing, revising and discussing the plan with their faculties so that there is a clear understanding of faculty responsibility. To ensure wider community involvement in the 2018 Annual Operating Plan the 2017 School Operating Report was shared with both the School Board and Parents and Citizen's meeting to discuss the goals and improvements for 2018.

The successful embedding of BYOD in 2017 and the successful implementation of Google Classrooms has laid the foundations for strengthening community partnerships with our parent and the wider community. The new and improved website means that our parents and community members are provided with relevant and up to date information about the school, its events and programs.

Student Information

Student enrolment

In 2018 there were a total of 838 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	419
Female	419
Aboriginal and Torres Strait Islander	25
LBOTE*	219

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
7	92.0
8	90.0
9	88.0
10	88.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	59.00
Teaching Staff: Full Time Equivalent Temporary	2.40
Non Teaching Staff: Full Time Equivalent	13.24

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT)

as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 85% of parents and carers, 98% 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.

A total of 57 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.	98
Teachers give useful feedback.	93
Teachers at this school treat students fairly.	96
This school is well maintained.	89
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	93
Students like being at this school.	96
This school looks for ways to improve.	96
This school takes staff opinions seriously.	86
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	89

This school works with parents to support students' learning.	95
Staff get quality feedback on their performance	80
Staff are well supported at this school.	86

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 197 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.	93
Teachers give useful feedback.	77
Teachers at this school treat students fairly.	86
This school is well maintained.	87
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	74
My child likes being at this school.	87
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	78

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 767 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 10/ 7 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	90
Teachers give useful feedback.	52
Teachers at my school treat students fairly.	52
My school is well maintained.	52
I feel safe at this school.	61
I can talk to my teachers about my concerns.	46
Student behaviour is well managed at my school.	32
I like being at my school.	59

My school looks for ways to improve.	66
Staff take students' opinions seriously.	55
My teachers motivate me to learn.	62
My school gives me opportunities to do interesting things.	77

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Canberra High School 2018 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	560	549	598	593
Writing	522	501	561	539
Spelling	549	540	574	582
Grammar & Punctuation	562	549	592	592
Numeracy	573	554	602	596

Source: Analytics and Evaluation

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	425463.77	413977.58	839441.35
Voluntary contributions	13713.82	5105.50	18819.32
Contributions & donations	9031.50	10640.82	19672.32
Subject contributions	42410.00	23732.95	66142.95
External income (including community use)	11135.55	17959.20	29094.75
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6292.04	6769.91	13061.95
TOTAL INCOME	508046.68	478185.96	986232.64
EXPENDITURE			
Utilities and general overheads	88159.45	124821.14	212980.59
Cleaning	93697.14	99661.92	193359.06
Security	984.54	288.08	1272.62
Maintenance	142277.33	45675.97	187953.30
Administration	6205.87	10343.55	16549.42
Staffing	0.00	-20000.00	-20000.00
Communication	12604.03	5476.33	18080.36
Assets	100430.51	36774.72	137205.23
General office expenditure	69949.93	32616.93	102566.86
Educational	42154.92	36895.18	79050.10
Subject consumables	27546.26	25187.70	52733.96
TOTAL EXPENDITURE	584009.98	397741.52	981751.50
OPERATING RESULT	-75963.30	80444.44	4481.14
Actual Accumulated Funds	202203.80	195169.80	228103.80
Outstanding commitments (minus)	-2497.07	0.00	-2497.07
BALANCE	123743.43	275614.24	230087.87

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Vocational Education – Additional pathways for students	\$21,666	December 2018
School Furniture – Provide contemporary learning areas for students	\$18,500	December 2018
Basketball courts fencing – Enhance school environment	\$50,000	December 2018
Student environment – To address student lead initiatives	\$30,000	December 2018

Endorsement Page

Members of the School Board

Parent Representative(s):	Rebecca Drew	Mark Thompson
Community Representative(s):	Lyn Chester	
Teacher Representative(s):	Ben Crossman	Phil Dunne
Student Representative(s):	Lachlan Kingston	Zoe Butler
Board Chair:	Margaret Tregurtha	
Principal:	Samara Chisholm	

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



Board Chair Signature: Margaret Tregurtha

Date: 24/05/2019

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: 24/05/2019