



UC Senior Secondary College Lake Ginninderra

Annual School Board Report 2021



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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

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

Following the challenges that 2020 brought us - with bushfires, floods and COVID - we all hoped that 2021 would offer some respite. In fact, there were more challenges ahead for the school community, not least of which was the extended COVID lockdown throughout August and September. In addition to having to deal with online learning, our year 12 tertiary students learned that the ACT Scaling Test was to be rescheduled to 12/13 October.

Despite this, our school community persevered and flourished and has plenty to celebrate. UCSSC Lake Ginninderra managed to run excursions (and incursions) such as those to Lady Musgrave Island and Namadgi National Park, Arts and Writers' Camps, Science events, the Australian Maths Competition, sporting trips - not to mention the great showing by our Paralympians and Olympians in Tokyo. Additionally, the school was able to put on a performance of 'The Mousetrap', engage in volunteer work, participate in the Minister's Students Congress Executive and Global Classroom online conference hosted by Germany, and run the instrumental Music Program, just to name a few.

The Board also acknowledges the major infrastructure upgrades to the school library and improvements to learning areas including the upgrade of the dance floor in the studio. The school also benefited from landscaping works and equipment upgrades. Further upgrades are to occur in 2022 to the ICT/Multipurpose space, Media/Photography suite, school signage and replacement of the café/hospitality floor.

These successes were enabled by our professional and dedicated school staff, school leadership team and our fantastic and adaptable students. The Board appreciates and acknowledges, their ongoing effort and perseverance.

What next for the College's graduating students? After celebrating the school formal at the National Museum of Australia and the graduation at the Canberra Theatre our students have moved onto the next phase of their lives - over 60% are undertaking tertiary or CIT study, some taking a gap year and many others have entered the workforce. The Board wishes our 2021 alumni the very best with their endeavours.

School Context

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 664 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	330
Gender - Female	334
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	32
LBOTE**	148

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.

** Language Background Other Than English

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/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	35.52
Teaching Staff: Full Time Equivalent Temporary	2.20
Non Teaching Staff: Full Time Equivalent	16.92

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 will be reviewed in 2024.

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, 82.8% of parents and carers, 93.5% of staff, and 73.6% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 62 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.	94
Staff get quality feedback on their performance.	25
Student behaviour is well managed at this school.	74
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	94
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	97
Teachers give useful feedback.	86
This school is well maintained.	79
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	25

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 122 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	
My child feels safe at this school.	88
My child is making good progress at this school.	73
Student behaviour is well managed at this school.	66
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	74
Teachers give useful feedback.	77
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	86
This school is well maintained.	71
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	36
This school works with me to support my child's learning.	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 349 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	56
I feel safe at this school.	73
I am happy to be part of this school.(Replaces 'I like being at my school')	74
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	67
My school is well maintained.	70
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	81
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	75
Staff take students' concerns seriously.	72
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	83
Teachers give useful feedback.	73

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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	85.22%
Receiving an ACT Senior Secondary Certificate	85.22%
Receiving an ATAR	34.20%

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.

Table: Comparison of post school destinations for students by percentage

Outcome	College	ACT
University	39.20%	42.18%
CIT/TAFE	20.80%	15.04%
Other training provider	3.80%	5.44%
Deferred Studies	20.00%	22.30%
Employed	73.10%	74.53%
Not studying or employed	10.00%	8.25%

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.

Table: Financial Summary

INCOME	January-December
Directorate Funding	639972.73
Contributions and Donations	27294.58
Subject Contributions	6538.70
Hire of Facilities	21941.71
External Revenue	25515.00
Sale of Assets	1000.00
Interest Received	16774.32
Other School Revenue	8452.11
TOTAL INCOME	747489.15
EXPENDITURE	
Utilities and General Overheads	172036.02
Security and Caretaking	1008.50
Maintenance	55464.69
Administration	46961.21
Staffing Expenditure	62018.40
Communication	14402.37
Assets & Leases	83476.13
General Expenses	53940.38
Educational Resources	82592.25
Subject Consumables	25966.86
Directorate Funded Payments	1104.56
Other Payments	8661.02
TOTAL EXPENDITURE	607632.39
OPERATING RESULT	139856.76
Accumulated Funds	1131783.31
BALANCE	1271640.07

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
Computer purchase/ICT Lab 2021	\$70,000	ongoing
Staffing debt	\$250,000	ongoing
Paint, carpet, learning space upgrades	\$90,000	ongoing
College Mini bus/Coaster bus new lease/maintenance	\$30,000	Initial costs 2020-2021
Boatshed maintenance/O Ed supplies	\$20,000	ongoing
Total	\$460,000	

Endorsement Page

Members of the School Board

Parent Representative(s):	Andrew Roden	Stephen van Gerwen,
Community Representative(s):	Barney Dalgarno	
Teacher Representative(s):	Gerrard Barrett,	Arthika Prasad,
Student Representative(s):	Jemma Rule,	Katie Jakab Van Dooren,
Board Chair:	Ken Smith	
Principal:	Melissa Planten	

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

2021 Board Chair Signature: Ken Smith

Date: 17/06/2022

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: 20 / 06 / 2022

