



Alfred Deakin High School

Annual School Board Report 2016



Alfred Deakin High School

values - excellence responsibility community respect



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The school website is <http://www.adhs.act.edu.au>.

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Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	4
Teacher qualifications	4
Workforce composition	5
Volunteers	5
School Review and Development	5
School Satisfaction	6
Overall Satisfaction	6
Learning and Assessment	8
NAPLAN assessment	8
Performance in Other Areas of the Curriculum	8
Progress Against School Priorities in 2016	16
Financial Summary	17
Professional Learning	18
Voluntary Contributions	18
Reserves	18
Endorsement Page	19
Members of the School Board	19

School Board Chair Report

Alfred Deakin High School (ADHS) is a highly desirable, contemporary and well-maintained high school that attracts a diverse range of students, who are supported to successfully achieve their educational and lifestyle goals. It has four guiding principles—Excellence, Responsibility, Community and Respect. The School Board is pleased that all of these guiding principles were exemplified by students in 2016, who demonstrated academic excellence, outstanding sporting achievements, strong engagement with the local community, and exceptional outcomes in the arts and music. Students participated in several national and international excursions where they upheld the guiding principles, and they are to be applauded for this.

School satisfaction data from the 2016 ADHS school climate survey demonstrated that students feel strongly connected to the school, value its academic emphasis, have a sense of shared values and approach, enjoy good student and student-staff relations, and feel supported and safe. Teachers believe there is good leadership, team morale and opportunities for professional development.

ADHS celebrated its 50th anniversary in May, 2016. The celebration was attended by current, and former, principals, staff, students and Board members from 1966–2016.

The School Board commends the students and teachers at ADHS for their successes in 2016 and wishes them well in their endeavors in 2017.

Context

Alfred Deakin High School (ADHS) is located in South Canberra and commenced 2016 with an enrolment of 841 students and 85 staff. Towards the end of the year our enrolment had increased to 850 students. Our local primary schools include Garran, Hughes, Yarralumla and Curtin Primary Students enroll in year 7 from over 31 different primary schools. ADHS is a high demand school with 54% of our students enrolling from out of the priority enrolment area (50% in year 7). ADHS students come from more than 40 different cultural backgrounds. Approximately 22% (188) of our students were born outside Australia and more than 23% (199) of our students speak another language at home. About one third of our students have at least one parent whose was born outside of Australia and 22% of our students have at least one parent who speaks another language. The number of Indigenous students and students speaking English as an Additional Dialect (EALD) is growing.

The school community values the diversity of its population and celebrates the advantages that this diversity brings to the school. The school promotes the development of individuals through a broad range of learning experiences. These include a strong core and elective curriculum, an academic extension, and a gifted & talented program, and an effective student wellbeing program. All our programs are centered on building social and emotional skills in students and with a focus on restorative practices. Students are provided with flexible learning options to cater for learning needs such as accessing external programs (online language, CIT, AIE), undertaking independent projects, supporting elite athletes/performers, vocational education programs or assisting with health/wellbeing balance.

Students at ADHS value having diverse opportunities in a positive and inclusive atmosphere where everyone's individuality is respected. The school values the active and supportive relationships of its parents and carers and the respectful and friendly relationships that exist in the school.

In 2016 we have addressed many changes in the school, including:

- A reduction in budget in one year of some \$300,000 through a Funding Transition Plan developed in 2015.
- Preparing to adjust to the new Student Resource Allocation (SRA) funding model for 2017.
- Continuing growth in the recently introduced fourth language, Italian, which grew from three to five classes in years 7 and 8.
- The installation and opening of the ADHS Mountain Bike Track.
- Completing the design of the new Food Technology kitchen.
- Applying for two significant 'Schools for All' grants to provide high quality learning experiences for students with complex needs and challenging behaviors.
- Significant updating of the number and quality of our ICT devices.

Known challenges for 2017 include:

- Applying for an exemption to the recently released Dress Standard and Uniform policy.
- Establishing the ADHS Resource Room (aka the 'Gryphon' room) to assist in providing additional learning support and extension for students.
- Reviewing and implementing a Student Wellbeing and Resilience program (in place of the previous Pastoral Care program) that aligns with contemporary research.
- Complying with WH&S requirements for a school that has just celebrated its 50th Anniversary (2016), including ensuring universal access to all curriculum offerings for students with additional needs.
- The Food Technology upgrade – managing alternative provision of learning during the construction phase.

Student Information

Student enrolment

In 2016 there were a total of 841 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	424
Female	417
Indigenous	14
LBOTE	265

Source: Planning and Analytics, December 2016

Alfred Deakin High School caters for year 7 to year 10 students. The priority enrolment area includes Curtin, Hughes, Garran, Yarralumla, Lyons and Phillip.

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
7	92.0
8	92.0
9	90.0
10	90.0

Source: Planning and Analytics, December 2016

In each class attendance is recorded and monitored digitally using a new application called Appsence. For students absent a range of procedures are followed including:

- A push notification is sent to parents when students are not in class. This is an instant communication tool.
- Letters and emails are sent to parents when a student has truanted.
- Where non-attendance is of a concern the student services team intervenes and further parent contact is made to investigate and address any issues.
- For students absent for three consecutive days or where there is a pattern of absenteeism the roll group teacher makes contact with parents. After five days of consecutive absence TGTs call home to see if work can be provided. After seven days of accumulated absence without explanation a letter is sent home asking for an explanation for all absences. If a parent fails to reply to this letter a second letter will be sent from the Principal.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	71

Source: Teacher Quality Institute, 16 December 2016

All teaching staff at ADHS are required to hold a teaching qualification. The table shows that 71% of our staff held a postgraduate qualification in 2016. These could include further degrees, Masters or Doctorates, Certificates or Diplomas.

Workforce composition

The 2016 workforce composition of Alfred Deakin High School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	62
Teaching Staff: Full Time Equivalent	60
Non Teaching Staff: Head Count	18
Non Teaching Staff: Full Time Equivalent	15.8

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

There are no Indigenous staff members at this school.

Volunteers

The voluntary involvement of our students' parents and other community members is crucial to the operation of our School. Examples of volunteering in our school include:

- School Board membership;
- Volunteering in the canteen;
- Library work – shelving, book covering etc;
- Assisting with sporting teams, excursions, competitions;
- Assisting at school events, open nights, discos, AAA and the Alfies;
- Participating on The Projects panels; and
- Assisting on awards evenings.

It is estimated that volunteers spent 900 hours working at ADHS during 2016.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014–2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the

findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Alfred Deakin High School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 87% of parents and carers, 97% of staff, and 86% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 194 parents who took part in the survey are tabled below.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	80
Teachers at this school treat students fairly.	87
This school is well maintained.	88
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	81
My child likes being at this school.	91
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	81
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	72

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 654 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	70
My school is well maintained.	80
I feel safe at my school.	82
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	52
I like being at my school.	76
My school looks for ways to improve.	83
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 68 staff who took part in the survey also included.

Table: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	99
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	97
This school is well maintained.	90
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	90
Students like being at this school.	96
This school looks for ways to improve.	97
This school takes staff opinions seriously.	84
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	72
Staff are well supported at this school.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

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 is available on the school website.

Learning and Assessment

NAPLAN assessment

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 2016, 0% of year 7 students and 1% of year 9 students were exempt from testing based on nationally agreed criteria.

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 2016 mean scores achieved by our students compared to the ACT.

Table: Alfred Deakin High School 2016 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	577	558	613	601
Writing	530	519	574	557
Spelling	551	546	600	590
Grammar & Punctuation	563	552	605	588
Numeracy	568	556	613	597

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

Student Representative Council (SRC)

In 2016 the SRC decided to decentralise its structure to allow for greater communication and ownership over different aspects of the SRC's function. Students that were part of the SRC also represented at least one other group in ADHS' community, ranging from ADVANCE, DAP, Youth Leadership, the School Board, and year levels. A member also sat on the executive committee for the South Weston Network.

As part of the South Weston network, ADHS partnered with Telopea, Stromlo and Melrose High Schools to host guest speaker Brent Williams. Brent ran a tailored session with the students focusing on life skills and planning for their own futures.

Students represented ADHS at the Minister's Student Congress forum.

The SRC is looking to revitalise its mission statement, roles and responsibilities and structure for 2017 at ADHS to reconnect with the student body in a forum-based format. The SRC met and reviewed the success of the program in early November 2016 and through collaborative discussion, have suggested a few different ways that this can be achieved.

Pastoral Care

Pastoral Care (PC) at ADHS aims to promote positive well-being and connection. This has been achieved through the curriculum and a variety of programs and opportunities offered to students. Some highlights this year have been:

- PC program once a fortnight, presenting a current and relevant social and emotional learning program. It is a key focus for the 2014-2017 strategic plan.
- Whole year group camps for year 7 and year 8 focusing on team work and positive relationships.
- Targeted and specialised programs for students including PANTHERS, ELEMENTS.
- The continuing success of leadership programs such as Youth Leadership (peer support), The Disability Awareness Program (with Woden School), ADVANCE (Alfred Deakin Values Advertising News & Current Events) for Year 10 students.
- Implementation of the ALFRED Pathways framework providing a personalised learning plan for all students at ADHS.
- The use of a variety of guest speakers and agencies to enhance the PC program. Topics such as cyber-safety, body image, mental illness and community service have been addressed.
- The development of student voice opportunities through student forums and surveys.
- The acknowledgement of students' achievements through Assemblies, the Merit Award system and the Year 10 Leadership Points system.

During semester 2 2016, the PC program focused on areas of development for each year group and included a wide variety of activities aimed at engaging students, building relationships and developing personal and social resilience:

- Year 7 worked on individual passion projects, providing them with an opportunity to explore an area of passion and present their successes to their peers. They also engaged in relationship workshops aimed at interpersonal relationships between peers.
- Year 8 presented work on medieval studies aimed at engaging students in a variety of activities including a festival and group activities. They also engaged in cyber lifestyles workshops aimed at providing students with a range of skills and strategies for positive use of technology in their individual lives.
- Year 9 were engaged in life skills workshops such as resume writing, goal setting and party safe activities and also participated in Leadership workshops preparing students for the Youth Leadership, DAP and ADVANCE opportunities they will be exposed to as year 10 students in 2017.
- Year 10 participated in Student Pathways aimed at preparing students for a successful transition out of ADHS at the end of 2016. Students also participated in PARTY safe workshops presented by Canberra Hospital staff along with developing students' skills in positive decision-making and responsible choices.

Lifestyles, Education and Nutrition (LEAN)

PE / Health and School Sport provided wonderful experiences and opportunities for our students. ADHS students excelled in the classroom and as representatives of ADHS at numerous South and ACT School Sport events. Our goal is not focused around results. Participation is what we value and advertise. In saying that, we have had some fantastic results both in team sports—winning multiple ACT competitions, and at an individual level—including numerous records broken at the 2016 Athletics carnival.

Our elective programs have continued to grow in popularity which is an indicator of the value students place on such opportunities. Outdoor Education has provided six classes of students with opportunities across a range of outdoor pursuits. We continue to evaluate this program and next year we have introduced a year-long Advanced Outdoor Education course. The construction of the ADHS MTB park was

completed in July and opened by the Minister for Education, Shane Rattenbury. Sports Coaching delivered some unique opportunities involving communities within the local area and also in Batemans Bay.

Nutrition and Food Studies (NFS) electives have become very popular, with many classes at capacity. Creative Cooking was introduced to educate students around healthy options and the ability to use general house ingredients to be creative in the kitchen. Hospitality has again achieved some amazing successes in catering for a range of occasions – school wide. We are still pursuing our goal of initiating the Garden to Plate program and hope that the newly proposed Horticulture area will be completed next year to assist in this. We look forward to some exciting changes which include renovating and updating one of our kitchens with a completely new fit out, including benches, seating, appliances, multimedia and a specialised hospitality servery area.

This year Healthy Kids Association have been working with us in managing the school canteen and we are keen to see the canteen continue to improve in 2017.

Languages (English and LOTE)

It was another productive year for our hard working Languages faculty. Three of our teachers welcomed new babies into their families and one left to move overseas with their partner. This meant that we welcomed a number of new staff to the Languages team in 2016, and all have made a huge impact in their teaching of Languages. A particular highlight of our year was participating in the Language Perfect – International LOTE competition. We came second in the ACT, 48th in Australia and 69th in the WORLD (out of about 1110 schools)! In 2016 we had three students earn over 10 000 points – a phenomenal effort. Plus, another 30 or so students earned over 1000 points individually. In all, we more than doubled the amount of points that we earned in our inaugural year, 2015.

As usual, there were competitions, excursions, performances and lots of quality teaching and learning moments for us to celebrate. Some of these included the ICAS English (7 High Distinctions and 21 Distinctions) and Writing (2 High Distinctions and 15 Distinctions) competitions.

Other activities and competitions we engaged in included:

- Tournament of the Minds – Australasian Pacific Games representatives in Applied Technology, ACT winners in Applied Tech, Southside winners in Language/Literature, Social Sciences, Applied Technology and Maths Engineering.
- Alliance France Competition.
- Staff versus Student debate at assembly.
- Languages Excursions to the zoo.
- Indonesian, Italian, French and Japanese excursions to various restaurants to experience culinary delights.
- Bell Shakespeare Performance – an excursion to Sydney Opera House to see ‘Romeo and Juliet’.
- Poetry in Action performance – over 100 students attended an “Australian Protest Poetry throughout the ages” performance in our school hall.
- “Deadly Literature” - Indigenous Australia Culture Tour around the ACT.
- ANU Partnerships with Languages: Japanese and Indonesian.
- GRIFFIN Program – identified students with low literacy and ran them through intensive reading / writing courses.
- Our Indonesian teacher (Kirsten Stobbe) took over the Indonesian Teacher Network in the ACT
- Japan sister-school visit (from Tomioka).

- Nanorimo – national novel writing month – approximately 15 students wrote over a million words collectively, in this our first year of joining to contest. Amazing result – thanks to Ms Holzwart’s initiative

Humanities and Social Sciences (HaSS)

The HaSS Faculty continues to build its capacity in moving to a four curricula subject. The ACARA History courses have now been fully implemented across all four year groups and ACARA Geography from Years 7-9. This year, aspects of Civics and Citizenship were trialled in History courses while Economics and Business were trialled in Geography. These will continue to be trialled in 2016 before full implementation in 2017. In year 10 students were provided the opportunity to take elective units in HaSS catering to a wide range of interests, with options including Legal Studies, Sociology & Psychology, Big History and Smart Traveller.

Common Assessment tasks have now been unveiled in all courses, occurring once a semester. These have proven to be terrific opportunities for staff to align their marking with the ACARA work samples and reflect on the style, depth, structure and scaffolding of key assessment. Differentiation of pedagogy and the inclusion of formative assessment both continue to be priorities within the faculty. HaSS continues to be at the forefront of utilising the GAFE environment to enhance pedagogy and the experience of students in the classroom.

HaSS continues to provide students different opportunities to enhance their knowledge and demonstrate their skills through the Geography and History Competition, visits to the Sydney Jewish Museum and National Museum, trips to the cinema, the Australian War Memorial and a major international excursions to Italy, Austria and Germany.

Special Education – Learning Centre and E-study

The Special Educational Needs faculty has this year started work on curriculum documents across both the Humanities and English that will ensure consistency and flexibility in meeting the needs of our students. This will continue to be a focus through 2017 as we develop the Mathematics and Science curriculum ensuring students have an opportunity to learn at their own speed whilst also accessing age appropriate Australian Curriculum.

Throughout the year the faculty updates and modifies Individual Learning Plans for every student in the Learning Centre and on Inclusion Support in collaboration with parents and carers. In 2017 the faculty will be engaging students in the process of developing their ILPs to ensure they have greater autonomy over their learning and needs.

Students in the Learning Centre are given a range of opportunities to engage with the wider community, including theatre and movie outings and work experience for senior student. Inclusive technologies continue to be used to support learning for students in the Special Educational Needs faculty enabling them to take greater ownership over their work.

Arts & Tech Faculty

This year the Arts and Tech Faculties combined to create a new elective hub. The Arts and Tech Curriculums at ADHS allow students to access their creative talents in a number of areas. Here at ADHS we offer comprehensive studies in a variety of classes for each of our subject areas; Visual Art, Fashion Design, Drama, Dance, Media, Music, Design Technologies, Digital Photography and Information Technology. In each of these subjects there are specialist study options of Unicorn Visual Arts, Unicorn Performing Arts and Orchestra. In addition to the everyday curriculum learning the Arts and Tech Faculty was involved in the following extra curricula activities:

Music

- ACT Band Championship Year 7/8 Orchestra with a score of A-.
- Australian National Eisteddfod - 7/8 Orchestra won Silver Award.
- ADHS music students in the Instrumental Music Program Senior and Junior ensembles.
- Live Performances at the Walkathon, Black Mountain Peninsula.
- Sight and Sound – A celebration concert for music and visual art.

Dance

- Ausdance Dance Festival – Senior dance class choreographed pieces with a theme of “Be loud..... Be heard”.
- ACT Public Education Festival ‘*Step into the Limelight*’ – two dance classes choreographed two pieces “Rockerella” and “Emotions; I see you.... I hear you”.
- Performances at full school assemblies and AAA at the Canberra College Performing Arts Centre.

Art

- ACT Public Education Festival ‘*Step Into the Limelight*’ - Art students works were exhibited at ANU Art Gallery for 2 weeks as part of this Festival.
- AAA Art Exhibition at Canberra College Performing Arts Centre.
- Parent Teacher Nights PowerPoint Presentation of student’s artworks.
- Year 10 Graduation Night Exhibition - Art Exhibition.
- Assembly PowerPoint Presentations of student artworks.
- Art and Ceramic exhibitions in the School Front Foyer

Fashion and Design

- Textiles students entered work at 2015 The Canberra Show receiving a number of prizes.
- *The Alfies* - Fashion Parade - students made and modelled work made in textiles classes.

Drama

- UPA Camp to Birrigai - planning and preparing for the UPA show.
- UPA’s annual show in the school hall – ‘*That Family*’.
- *ACTING UP! (formally Fast and Fresh Festival)* – 3 groups participated in the Festival at Canberra Theatre.
- Year 8 School Performances Semester 1 and 2 (three performances in total). One Performance was taken to Hughes Primary School.
- ‘A night of Drama’ – first semester year 8, 9 and 10 classes performed 15 original short plays.
- Theatre Production class performed their full-length play “Rumours of Devils” in the school hall.
- Drama classes also performed a number of “flash mob” performances over the course of the year in the canteen and quad areas.

Media

- Student work entered into Lights, Canberra, Action! Short Film Festival
- Live recordings of major dramatic arts productions and guest performances for ADHS and Hughes Primary School
- Student work entered into *Tropfest Senior and Junior*
- Year 8 Students shortlisted and invited to the Red Carpet event in the “*FocusOnAbility Film Festival*”
- *The Alfies* – Our annual Film, Fashion and Photography Festival showcasing the best work from Media in a public presentation.

Design technology

- Year 7 students: completed one term of Design technology, designed and built both a car and a stand, before racing the cars on the “F1 in Schools” track.
- Year 8 Students – projects included a kitchen stand, wood turned bowl, novelty peg and metal etched pendant.
- 9/10 Woodwork units included a range of projects that allowed for student selection and input including coffee and side tables, bowls, charging stations, boxes and one plank projects. Students utilised a range of different timbers and joining techniques and demonstrating the skill and creativity of ADHS students.
- CAD students demonstrated amazing development and understanding of highly technical and complex programs. Students developed a range of 3D models and applied materials to give a realistic view, along with gaming video animations, just like industry standard.

Digital Photography

- Students developed their skills in the genres of portraiture, documentary, reportage and creative self-expression.
- Students in the Publications class applied their design skills to the authentic task of creating the 2016 Yearbook. Using industry standard ICT tools, such as Adobe Photoshop and Adobe InDesign students collaborated in the team environment, under significant time constraints, to deliver this important publication.

Information Technology

- Computing students participated in an online programming challenge and created interactive games and build robotics.

The Arts and Tech at ADHS has again provided an outstanding contribution to the school and this is evidenced in the number of outstanding achievements and opportunities students participated in both within and outside the school.

Whole School Activities

- Access All Areas (AAA), the ADHS showcase of excellence in the arts at the Canberra College Performing Arts Centre (CCPAC) over 2 nights run by the students.
- Lunchtime concerts.
- Assembly performances.
- Performances at the Year 6 Orientation Day.
- Performances at Open Night
- Performances at the End of Year Award Ceremonies.
- Performances at Year 10 Graduation Evening.
- *The Alfies* – Our annual Film, Fashion and Photography Festival showcasing the best work from Media, Textiles and Design and Photography.

Throughout 2016 ADHS students were provided with a number of opportunities to extend themselves in the above activities. The highlight for the whole school was the annual Access All Areas (AAA) held at the Canberra College Performing Arts Centre over two nights. Over 200 students were involved in this event which gave them an opportunity to work in a professional performance space singing, dancing, performing, exhibiting artwork, filming a live event and managing behind the scenes. The students ran the whole event with support from the Arts Teachers. As you can see it was, as always, one very full year of entertainment for ADHS students, staff for our community to enjoy.

ICT

2016 saw the movement into our 3rd year of our Strategic Plan with a focus on teaching and learning and improved pedagogy. This was our fourth year of BYOD, and most year 7 students arrived with their own devices ready to commence high school. We continued to roll out the Digital Citizenship course with the year 7 students and we introduced a new online course to expose all year 7's to a range of skills across the Google platform.

Protocols for attaching devices to the Network continued to improve with the directorate reducing the steps users needed to undertake to access the network. The upgrade to the Wi-Fi infrastructure in 2015 continued to afford our students a reliable connection within the school, many users were reliably connected on multiple devices throughout the school without loss of connectivity. In 2016 we migrated our working GAFE platform from @actetd.com to the directorate controlled domain @schoolnet.act.edu.au, despite many concerns about the continuity of access the migration was very successful and offered a stable platform for class work in an online environment that will now be able to follow students when they change schools. The migration to this new platform also allowed staff to better collaborate with colleagues from other schools. The greatest effect has been the loss of the calendar as a booking system for resources; but the move to SOBS, the same booking system we use for parent teacher night, has had many positive advantages and has been embraced by staff.

Our work in Google continues to be used by the Directorate as a model for the use of ICT across the system.

Over the January break the CAD room was moved to the Tech drawing with new furniture. Due to supply issues the new devices did not arrive until April. All staff received Laptops at the beginning of the year. Throughout the second half of 2016 desktop computers were removed from classrooms and staff now use laptops in their classes. The use of laptops by staff has allowed for the introduction of Appsence, roll marking software.

Mathematics

The only change in staffing in the Mathematics staff saw Jenny Feltham move from head of Technology and ICT to the head of Mathematics and ICT, all other staff remained the same.

The Mathematics faculty was active and involved with:

- Luna Park excursion for year 8 students with 107 students attending.
- Resit test conducted on an as-required basis through consultation of individual teachers and students.
- Lunch Box Maths Monday and Thursday.
- Group activities for years 7, 8 & 9 students.
- The Australian Mathematics Competition.
- Australian Mathematics Challenge and Enrichment Stage.
- Australian Mathematics Olympiad.
- ANU Enrichment program numbers increasing yr 7(1), yr 8 (2) yr 9(2) yr 10(1)
- One student studying Mathematics at Canberra College
- Commencement of Mathematics support once a week before school

Strong numbers of students continued to participate in the Australian Mathematics Competition, with exceptional results, and the Mathematics Challenge and Enrichment Stage, and achieved excellent results ranging from high distinctions to participation certificates. The results for the Challenge Stage were particularly good with a high proportion of High Distinctions awarded.

A student was invited to Curious Minds (Girls In Stem - one week in 2016 and one week 2017 in Sydney).

Mathematics continued to refine and improve our testing and assessment regime for all years, to ensure we were using quality instruments that gave accurate information on student learning.

An exciting change in Mathematics saw the alignment of exercises to the Essential Mathematics textbook, which further enhanced the usage and relevance of the Mathematics tasks set for the students. This was the second year of the three year contract with Mathematics.

2016 was the third year of full implementation of the Australian Curriculum.

The complexities of the year 10 (10/10A) curriculum saw the reorganisation of the year 10 curriculum and the development of two additional maths electives to be implemented in 2017.

Science & Horticulture

The Science faculty continued to offer many authentic learning opportunities to students, including a range of guest speakers. A nanotechnology expert and a researcher in the area of photovoltaics spoke to students in Semester 2. An excursion to experience the science, technology and mathematics of planetary exploration also took place in Term 3. These opportunities supplemented our curriculum area of science as a human endeavour and provide important insight into careers in science and the applications of research. There were also on-site visits from the Questacon Technology Learning Centre, which demonstrated practical applications of science to students' everyday lives. Staff continued to develop and conduct formative and summative assessment tasks aligned to the Australian Curriculum Achievement Standards and further refined the current units to maintain their relevance to students.

A strong cohort of students competed in the ICAS Science Competition, Education Perfect Science Championships, the RACI Chemistry Quiz and Science Olympiad Competitions. Students received high distinctions, distinctions and credits in all competitions. In addition, a number of Year 9 Unicorn students participated in astronomy projects and competitions with outstanding results. These included winning two international competitions inviting students to nominate the first official images a series of telescopes should capture.

The Gifted and Talented Science and Maths program conducted by ADHS for local primary schools continued for Year 4 and 5 students. The students solved complex mathematical problems and participated in inquiry based experimentation to solve problems. They learned about the scientific method and the students and science staff alike thoroughly enjoyed the experience.

Horticulture continued to be an elective offered to students in Years 8, 9 and 10. Students have used the greenhouse to propagate a fresh round of seedlings which were then sold to the school community. The animal husbandry unit allowed students to build skills in caring for poultry, rabbits and fish. Students also gained insight into the Dairy Industry through the Cows Create careers program.

Progress Against School Priorities in 2016

Below is Alfred Deakin High School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	430260.42	496775.14	927035.56
Voluntary contributions	25947.70	10947.05	36894.75
Contributions & donations	6501.50	41461.38	47962.88
Subject contributions	53844.25	22291.25	76135.50
External income (including community use)	32319.85	9841.86	42161.71
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	10071.68	9523.80	19595.48
TOTAL INCOME	558945.40	590840.48	1149785.88
EXPENDITURE			
Utilities and general overheads	99154.46	112598.41	211752.87
Cleaning	91906.38	96003.23	187909.61
Security	10591.00	9149.00	19740.00
Maintenance	139741.23	111102.25	250843.48
Administration	3834.85	4203.61	8038.46
Staffing	45644.00	0.00	45644.00
Communication	25865.03	3316.18	29181.21
Assets	69718.85	22622.85	92341.70
Leases	0.00	0.00	0.00
General office expenditure	28120.77	23360.87	51481.64
Educational	28164.92	20107.93	48272.85
Subject consumables	35136.08	34887.24	70023.32
TOTAL EXPENDITURE	577877.57	437351.57	1015229.14
OPERATING RESULT	-18932.17	153488.91	134556.74
Actual Accumulated Funds	134756.56	176653.06	217471.37
Outstanding commitments (minus)	-63143.04	0.00	-63143.04
BALANCE	52681.35	330141.97	288885.07

Professional Learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$880.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Bus Replacement	\$60,000	2016-2018
Staffing	\$25,000	2016
Furniture/equipment/classrooms	\$16,000	2016
School Development Plan	\$16,000	2016-2017
Infrastructure improvements	\$50,000	2016
Painting throughout school	\$20,000	2016
Lab 114 – computing/software upgrade	\$30,000	2016
Photo Lab – computing/software u/grade	\$30,000	2016
Healthy Hub	\$65,000	2016-2017
Electronic School Sign	\$20,000	2016-2017
Gym AV sound upgrade	\$22,000	2016
Kitchen upgrade	\$10,000	2016-2017

Endorsement Page

I declare that the Alfred Deakin High School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Marianne Grewal	Karen Binnekamp
Teacher Representative(s):	Luke Williams	Kristy Buchanan
Student Representative(s):	Jay Cornwall	Kayla Hemsley
Board Chair:	Dr. Lara Bishop	
Principal:	Belinda Bartlett	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

10 / 5 / 2017

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

Board Chair Signature:



Date:

01/ 05 / 2017