



Alfred Deakin High School
Annual School Board Report 2019

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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.

This school Annual Report covers activities and performance for the 2019 calendar year.

Summary of School Board activity

This was the second year in our school improvement cycle (2018-2022) with a focus on flexible and personalised learning experiences to maximise each student's growth and equipping students to be successful members of the community. Throughout 2019 the Board met nine times and received regular reports from the Principal, students, parents and staff on the implementation of our strategic priorities.

School improvement planning

The Board reviewed satisfaction survey data from 2018, as well as NAPLAN performance in relation to ACT and similar school grouping data. Student board members provided input from the Student Executive Group Forums on school values and the student learning experience at ADHS. This information was used in ratifying the 2019 Action Plan and Annual School Board Report for 2018.

Curriculum delivery

As part of the Continuum of Education Support funding, the Board oversaw the implementation of the Track program, which focusses on small group delivery of project based learning for targeted students.

The Board met with representatives from ACT Health on the implementation agreement for the School Youth Health Nurse Program at ADHS, which commenced in 2019. The Board approved an overseas excursion to Japan in 2020, as an enrichment opportunity for language students. An excursion to the Top End was also approved for senior students in 2020.

School resources

As well as approving the school budget and overseeing school finances in line with budgetary policy, the Board established a Building Trust Fund to enable further opportunity for the community to make tax deductible contributions for the purpose of improved school infrastructure.

Sound financial management led to the establishment of a STEM refurbishment reserve fund (\$95,000), which allowed the school to commence planning discussions with Infrastructure and Capital Works on upgrades to the Technology wing with a view to delivering future focussed pedagogies.

In 2019, stage 2 of the *It's Your Move Create a Café* grants project was completed. The project was student led and has resulted in new seating and furniture for students, USB charging stations and, painting, hanging plants and a portable stage for performances.

The Board was engaged in consultation on both the roof replacement program (scheduled to commence in 2020) and a proposed school fence.

Education policy

The Board continued to monitor enrolment projections aligned to the policy and procedure as a Category A school, seeking clarification from the Enrolments and Planning Section where required.

A parent forum and survey were conducted as part of the development of a Mobile Phone Policy for the school for implementation in 2020. The policy outcome provides greater clarity to the school community on the regulation of mobile phone use in learning environments for students, staff and parents.

The Biannual Compliance Report provided evidence of the adherence and implementation of the broader policy framework guiding schools.

Parental engagement

The school's successful program of Parent Forums and Parent Support Group meetings continued in 2019. Parent support group topics included cyber safety, and sexual health and young people and saw parents engage with experts from industry and allied health. The Year 7 mini timetable evening again proved popular with families, as was the Year 10 college transition session, hosted by our two local college Principals.

School Context

Alfred Deakin High (ADHS) is a Year 7-10 high school located in the suburb of Deakin. Established in 1966 and with an enrolment of 862. ADHS draws students from more than 40 different cultural backgrounds. The school community values the diversity of its population and celebrates the advantages that this diversity brings to the school.

ADHS enriches student lives through innovative education, a pursuit of excellence in learning, and the celebration of personal success. Together we engage with the community and work to develop creative and confident young people. Our school values of *Excellence, Respect, Responsibility, and Community* are mirrored in our learning programs, our policies and in the overall culture of the school.

The school promotes the development of individuals through a broad range of learning experiences. These include a strong core curriculum of English, Maths, Humanities and the Social Sciences, Science, Languages (French, Japanese, Italian and Indonesian), and PE & Health, and a diverse elective curriculum in Technology and the Arts. Students are streamed into programs according to aptitude and interest, including the Unicorn program (for identified gifted and talented students), Extension, accelerated learning pathways and flexible and personalised learning pathways. The school emphasises restorative practices and a pastoral care program focused developing social and emotional learning skills.

The strong co-curricular program includes overseas and national excursions camps and activities that add value to experiential learning. Leadership opportunities are a focus at ADHS for developing confident, resilient and compassionate global citizens. The Panthers (boys) and Elements (girls) education programs for Years 9 and 10 students, a Year 10 Leadership recognition system, a very active Student Executive Group, the Youth Leadership program offering Peer Support to Year 7 students and an Advanced Outdoor Education program are widely recognised as examples of excellence. The Disability Awareness Program delivered to Year 10 students in partnership with Woden School is unique in the ACT.

The use of learning technologies is embedded in the teaching and learning environment at ADHS. Every student has a Chromebook and accesses learning resources through the wireless environment. Google Apps for Education or G Suite is the online learning management system used across all classes to issue materials, check student progress and provide feedback for learning. The school also has an E- Study and Gryphon program that cater for a range of student learning needs, including students requiring specific and individual learning support. A key feature of our work with students with special needs is their integration into mainstream classes according to their learning strengths.

Strategies to improve literacy and numeracy have included a focus on quality teaching, building the capacity of staff to effectively utilise reading strategies across all curriculum areas, and targeted intervention support for all students identified through annual school-based numeracy and literacy testing. Students at ADHS value having diverse opportunities in a positive and inclusive atmosphere where everyone's individuality is respected. ADHS values the active and supportive relationships with its parents and carers and the inclusive and friendly relationships that exist in the school.

Student Information

Student enrolment

In this reporting period there were a total of 862 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	466
Female	396
Aboriginal and Torres Strait Islander	23
LBOTE*	245

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

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	90.0
8	89.0
9	87.0
10	88.0

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 regarding 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, 119 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	51.67
Teaching Staff: Full Time Equivalent Temporary	8.40
Non Teaching Staff: Full Time Equivalent	21.80

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.

Prior to 2016, all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation Process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2017. A copy of the Report of Review 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. Each year in August/September, all ACT schools participate in a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from Year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 87% of parents and carers, 93% of staff, and 81% 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 70 staff members 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 are well supported at this school.	89
Staff get quality feedback on their performance.	59
Student behaviour is well managed at this school.	63
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	84
Students like being at this school.	94
Students' learning needs are being met at this school.	87
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	91

Teachers at this school treat students fairly.	93
Teachers give useful feedback.	87
This school is well maintained.	91
This school looks for ways to improve.	89
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	86
Teachers give useful feedback.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 439 ADHS parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National Opinion Item	
I can talk to my child's teachers about my concerns.	84
My child feels safe at this school.	92
My child is making good progress at this school.	85
My child likes being at this school.	91
My child's learning needs are being met at this school.	83
Student behaviour is well managed at this school.	75
Teachers at this school expect my child to do his or her best.	90
Teachers at this school give useful feedback.	77
Teachers at this school motivate my child to learn.	78
Teachers at this school treat students fairly.	84
This school is well maintained.	85
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	71
This school works with me to support my child's learning.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 739 ADHS 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 safe at this school.	70
I can talk to my teachers about my concerns.	54
I like being at my school.	72
My school gives me opportunities to do interesting things.	81
My school is well maintained.	72

My school looks for ways to improve.	77
My teachers expect me to do my best.	89
My teachers motivate me to learn.	68
Staff take students' concerns seriously.	62
Student behaviour is well managed at my school.	42
Teachers at my school treat students fairly.	65
Teachers give useful feedback.	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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, 1.50 % of Year 7 students and no (0%) 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 – ADHS and ACT public schools

Test Domain	Year 7 ADHS	Year 7 ACT	Year 9 ADHS	Year 9 ACT
Reading	581	550	617	592
Writing	532	509	578	544
Spelling	565	542	603	584
Grammar & Punctuation	574	544	608	580
Numeracy	587	552	617	594

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 2019

INCOME	January-June	July-December	January-December
Self-management funds	379,332.36	307,478.13	686,810.49
Voluntary contributions	21,328.50	7,545.20	28,873.70
Contributions & donations	3,349.00	8,409.63	11,758.63
Subject contributions	54,408.25	54,528.25	108,936.50
External income (including community use)	19,125.44	11,863.58	30,989.02
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	9,047.21	6,268.11	15,315.32
TOTAL INCOME	\$486,590.76	\$396,092.90	\$882,683.66
EXPENDITURE			
Utilities and general overheads	108,181.03	137,580.39	245,761.42
Cleaning	195,835.24	428.40	196,263.64
Security	23,665.08	14,400.33	38,065.41
Maintenance	194,115.74	146,242.36	340,358.10
Administration	8,274.98	7,150.89	15,425.87
Staffing	6,336.37	8,309.38	14,645.75
Communication	6,169.49	6,670.56	12,840.05
Assets	48,219.37	22,301.42	70,520.79
Leases	0.00	0.00	0.00
General office expenditure	15,453.43	21,094.96	36,548.39
Educational	35,345.80	17,124.64	52,470.44
Subject consumables	44,487.17	43,228.56	87,715.73
TOTAL EXPENDITURE	\$686,083.70	\$424,531.89	\$1,110,615.59
OPERATING RESULT	-\$199,492.94	-\$28,438.99	-\$227,931.93
Actual Accumulated Funds	\$415,156.67	\$465,156.67	\$415,156.67
Outstanding commitments (minus)	-29,624.73	0.00	-29,624.73
BALANCE	\$186,039.00	\$436,717.68	\$157,600.01

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

Project Name and Purpose	Amount	Expected Completion (Year)
STEM Technology Refurbishment Created as part of a proposal for a jointly funded capital works project between ADHS and Infrastructure and Capital Works section. The goal is to refurbish outdated and restricted spaces in the Technology wing, providing a modern and flexible design and maker space incorporating science and technology.	\$95,000	2021
Bus Replacement Created to enable bus replacement when the current vehicle reaches end of life. The bus facility enables access to learning opportunities and programs for students from the full spectrum of social, cultural and economic need. The bus is used extensively for excursions for students in the region (e.g. outdoor education)	\$20,000	2022
Infrastructure Improvement Created for projects to enhance to learning amenities for students - redevelopment of the health room.	\$20,000	2020
School Development Plan 2019-2020 Created to fund innovative projects aligned to school improvement goals, primarily through staffing support	\$16,000	2020
Classroom Refurbishment 2019 Created to maintain cycle of classroom refurbishment in order to provide attractive learning spaces.	\$16,000	2020

Endorsement Page

Members of the School Board


Parent Representative(s):	Anne Twyman	Denis O'Dea
Teacher Representative(s):	Elizabeth Lorenz	Zoe Cole
Student Representative(s):	Edeline Ohk	Charlotte Yeoh
Board Chair:	Julia Graczyk	
Principal:	David Briggs	

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

Board Chair Signature: 

Date: 30 / 06 / 2020

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: 

Date: 30 / 06 / 2020