



Education and Training

KALEEN HIGH SCHOOL

# ANNUAL SCHOOL BOARD REPORT

# 2007



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## MESSAGES

### PRINCIPAL'S MESSAGE

For Kaleen High School, 2007 represented a year of consolidation and progress. The ACT government's proposal, *Towards 2020* gave the school community the confidence to move forward with greater certainty and energy, in the context of school review, to revisit and develop our values and to create a set of design principles that will frame our future planning. We continued to involve school community representatives as well as our local primary schools and college principals in the life of the school.

Extensive refurbishment was completed in early 2007 and now all open areas and corridors have new floor coverings. Our generous P&C purchased new mathematics textbooks for year 9. Their support is invaluable.

In May Senator Gary Humphries attended our school to officially inaugurate our new flagpole. The flagpole was funded through a federal government initiative.

The year commenced with all staff attending the Northside Gifted and Talented Conference lead by renowned educationalist Francoise Gagne from Canada. Kaleen High School used this experience to establish a maths enrichment program for year 8-10 students and established and convened the Enrichment Workshop Program for all Northern District High Schools.

A pastoral care lesson each week was introduced in 2007 for all students. This program provides students with the opportunity to explore their personal development and was refined throughout the year. This will be a sound basis for an extended pastoral care program in 2008. Access10, an alternate program for year 10 students to achieve their Year 10 Certificate commenced in 2007. This was a great success, with all participating students achieving their Year 10 certificates.

Under the Schools as Communities Program, a Community Outreach Worker was placed at Kaleen High School in term 1 of 2007. This program seeks to improve the networks in the local community so that families are better supported.

Our new Village Farm was officially opened in May and was attended by representatives of the CSIRO and local primary school principals.

Under the Federal Government's Investing in Our Schools program we were able to replace most student and teacher chairs and desks.

Kaleen High School was awarded a grant under the ACT Health Promotion Grants Funding Program to promote healthy lifestyles of our special needs students by giving them access to a specially adapted water program.

In August Australia's Chief Scientist, Dr Jim Peacock gave a presentation to students on Climate Change.

The Indigenous Homework Centre continued to operate throughout the year in partnership with Lake Ginninderra College. Indigenous students from all of our local primary schools attended regularly and gained greatly from this experience. This report describes in detail the achievements of the school and areas identified for improvement. It is a balance and accurate record.

Peter Sollis  
A/g Principal

### SCHOOL BOARD CHAIR'S MESSAGE

The School Board has been particularly active during 2007, and at all times the outcomes for Kaleen High students were at the forefront of our minds when issues were considered. Board meetings were held at least twice each term and often more frequently.

The Government's announcement, late in 2006, of its decisions arising from its *Towards 2020: Renewing Our Schools* proposals has provided a greater degree of certainty for the Board's forward planning than had been available in 2006.

There has been a significant focus on a range of school improvement issues and on financial planning and prioritising. The Board continues to be concerned that the level of funding provided through the School Based Management process is mostly required to 'keep the doors open' and that there is such a limited amount available to provide the educational programs and activities for our students. The Board continues to seek assistance from families by way of Voluntary Contributions. There are a range of programs and activities which would have significant positive impacts on student outcomes, that the Board would like to fund. Currently there is no capacity

to do this and this is a continuing source of frustration and disappointment.

Early in the year, elections for Board members were undertaken. . Chris Rumley joined the Board as a teacher member and Connie Kanaridis as a student member. Christine Kallir Preece and Elizabeth Davey were re-elected as Parents and Citizens members and Bernadette Wilson was elected as a Parents and Citizens member. James Woodman, a former student member of the Board, was appointed by the Board for 2007 and made a valuable contribution. Tracy Ng completed her term as a student member and Tony Robinson as a staff member. For most of the year there was a vacancy for a member of the Board elected by the Parents and Citizens, following the election and almost immediate resignation of a P&C member. Unfortunately the Board has not had a member appointed by the Chief Executive since mid 2006. We are hopeful that this will change in 2008.

A huge thank you to all members of the Board for the energy and dedication during the year.

Christine Kallir Preece  
Board Chair

## **STUDENT REPRESENTATIVE'S MESSAGE**

To be a Student Representative is a great honour as it allows the power to make positive changes in the community and enables the development of leadership and teambuilding skills. The Student Representative Council (SRC) is an extension of our pastoral care program at Kaleen High School. Representatives are not only helping to give each student a voice, but are also acting as role models of the values and standards that we promote at the school.

The SRC was quietly busy in Term 1 after the Strategic Planning Day, held in Week 5 on Thursday, 8<sup>th</sup> March at the Aboriginal Cultural Centre. The keen group planned a number of activities, development opportunities and lots of fundraisers and awareness days for our school.

We began the SRC year by celebrating Harmony Day in March. The assembly was one of the most successful yet, and we had many people participate, dress up, address the school in their native languages and show their cultural pride in an environment that affirmed our intercultural acceptance of difference. It was a fantastic day and the multicultural food on offer at lunch time was a hit – we sold out! All money raised on the day was donated to the Cambodia Relief fund as support for the rebuilding of houses project.

First term has also seen the further participation of Kaleen High School students in the prestigious RYPEN camps for which Connie Kanaridis and Brad Johnson were chosen. They were sponsored by Belconnen Rotary Club, as were Tracy Ng, Dang Thai and Estelle Koutsikamanis in 2006. These camps are a great opportunity to network with other active youth in the Canberra region who are chosen as responsible and mature students who demonstrate leadership qualities.

The SRC have also taken a stand against smoking by raising awareness on National Youth Tobacco Free Day and hosted a number of other days like these including Loud Shirt Day, Jeans for Genes Day, 40 Hour Famine and Red Cross and Salvation Army appeals. We also helped out at other information evenings like the Year 7 Meet the Parents and the P & C Carboot in May.

Closer to home we planned some social events including discos, and addressed the issues of improvement to school services and communication between school groups and students by launching our online suggestion box in Week 1 of Term 2.

Our members were our Board Representatives; Tracy Ng (also President for 2007) from Year 10, and Connie Kanaridis from Year 9 and our other members for 2007; Estelle Koutsikamanis (10), Dang Thai (10), Grant Milstead (10), Jamie-Ann Korell (10), Lee Taylor (9), Brad Johnson (9), Jessica Slusser (8), Dylan Quarmby (8), Marrwah Ahmadzai (8), Nick de Jonge (8), Jeremy Read (7) and Leslie Sledge (7).

2007 saw the introduction of a new role on our executive which was a liaising position between different stakeholders in our school community to raise awareness of the service and support that the SRC could provide. SRC Facilitators for 2007 were Miss Nelle Mahoney, Mrs Jennie Sheppard and Mr Morgan Pyner.

At the conclusion of 2007, the council decided to change the way members were elected in 2008 to avoid the issues surrounding the 'popularity contest.' The 2008 President, Connie Kanaridis (also carry-over Year 10 Representative for the Board) and the Vice President, Lee Taylor, were elected ahead of time to help with the proposed application, interview, shortlist and voting process for 2008.

2007 was a re-grouping year and we learnt a lot about planning. The strategic planning days were not long enough so a camp has been proposed and approved for next year. Our treasury found

the issue with banking was more easily manageable by having a ledger here at school. Our member issue is being addressed by our new recruitment process and we will have greater staff support next year. The decision was to do less and do it better, to be more organised and also for the students to be more autonomous in their endeavours. A room change during 2007 and another proposed for the start of 2008 will give the group their own space to work and plan from, which will increase the chances of success in our goals for the future.

Thank you to the Kaleen High School Board for their ongoing support.

## ABOUT OUR SCHOOL

### BACKGROUND

Kaleen High School was founded in 1978, and adopted a philosophy that aimed to develop intellectual, physical, emotional and social qualities in students.<sup>1</sup> Throughout its history, being established after the introduction of the ACT system of secondary colleges for senior secondary education, the school has catered for years 7 to 10. Enrolments at the school increased until the early 1990s, when student numbers reached capacity levels. Since that time, with the changing age distribution of the local population, enrolment numbers have decreased. Enrolments now appear to have stabilised.

The first year 10 group completed their high school program at Kaleen High School in 1980. Since 1978, groups of former students have begun to hold fifteen-year and twenty-year reunions, including a well-attended fifteen-year milestone for the 1986 group held in November 2001 and 20 years in 2006. There was a twenty-year reunion for the class of 1983 in 2003. A strong sense of community exists for families with students currently attending, and also among former students.

One of the significant changes in both design and philosophy over the history of the school has been in the transition from an open plan design to the use of more discrete teaching areas. The original architecture envisaged open spaces in shared use by large groups or multiple groups, and a team-teaching and/or multi-disciplinary approach. Many new partitions have been installed, and the majority of teaching areas are now for individual classes, although two open areas remain, and are used for a variety of purposes. The school has a functional range of spaces for teaching and other activities, including a very open and well-lit canteen leading out onto a concourse and playing fields. Two of the issues in some other parts of the building, related to the architectural changes, are ventilation and lighting. These are receiving attention over time, as funds permit.

The school has had four principals since its establishment. The foundation principal in 1978 was Brian Brown, followed by Keith Joliffe from 1991 to 1998, Lance Chapman from January 1999 to mid-2002, and now Sue French, who moved from Sydney to take up the appointment

from the beginning of Semester 2 in 2002. Ms French completed her tenure as Principal at the end of 2007.

From its inception to the end of the 1990s, the school enjoyed particular strengths in sport (with many ACT champion teams), agriculture (one of the most extensive agricultural facilities among the high schools) and Technology.

In the mid-1990s, the school piloted a middle schooling program, with an emphasis on teaching teams, stability of teacher-student contacts over years 7 and 8, and pastoral care. However, in a review in 1999 undertaken by consultant Julia Ryan, the community (particularly staff and students) expressed a desire for better access to specialist teaching, and assistance for settling into high school through provisions such as a Year 7 Camp early in the year, an updated Health program and the Ten Frenz Program during Semester 1. The same preference for a shift towards a more specialised curriculum was evident in years 9 and 10, particularly from students who sought more flexibility and choice, and a move away from the year 9-10 curriculum packages that were in operation until 1999. An elective system was introduced in 2000 with greater flexibility and freedom to vary combinations of electives during Years 9 and 10, except in LOTE, where, for reasons of coherence, students were required to commit for at least a year at a time.

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<sup>1</sup> School Performance Review and Development 1991, Page 2 and Appendix 1.

Student welfare and management has been the subject of much attention, reflecting the importance of these issues in the high school years. Coming to the school from his secondment to the Department where he wrote the “Affirming the High School Years” report, Lance Chapman was able to put into practice the concepts of **Respect, Relationships, Relevance, Responsibility, Rigour and Resilience**. This work is acknowledged across the ACT through the annual Microsoft Awards for outstanding year 10 students.

IT infrastructure has evolved and is now modern, reliable and extensive. Students have individually authenticated access to a computer network, password-protected home folders, and Internet and e-mail access, while the website has been upgraded and is an electronic medium for information and participation. Curriculum is available through the Internet using MyClasses. There are four interactive whiteboards in use across the school.

Since 2002, the focus has been the development of a rich curriculum based on our knowledge of young adolescents and their developmental needs, using authentic pedagogy and developing habits of mind.

The developmental needs form the basis of all work in the school. Young adolescents, in order to mature into young adults must:

- adjust to some profound changes: physical, social, emotional and intellectual
- grow toward independence
- gain experience in decision making, and in accepting responsibility for these decisions
- develop positive self confidence through achieving success in significant events
- progressively develop a sense of self and of personal and social values
- establish their own sexual identity
- experience social acceptance, and gain affection and support among peers
- think in ways that become more abstract and reflective
- become more aware of the social and political world and gain skill in coping and interacting with that world
- establish or maintain relationships with particular adults - provide advice/role models.

These developmental tasks are very complex and the work of Kaleen High School is to assist young women and men to achieve this transformation.

We do this through programs that deliver

1. success for students in a core of knowledge and competencies/skills that is valued by all parties
2. positive and sustained personal and social development as young adolescents.

The curriculum ensures:

**INTELLECTUAL QUALITY**

- Higher order thinking
- Deep knowledge
- Deep understanding
- Substantive conversation
- Knowledge as problematic

**RELEVANCE (CONNECTEDNESS)**

- Connectedness to the world
- Problem-based curriculum
- Knowledge integration
- Background knowledge

**SOCIAL SUPPORT**

- Student control
- Student support
- Engagement
- Self-regulation
- Explicit criteria

**RECOGNITION OF DIFFERENCE**

- Cultural knowledge
- Inclusivity
- Narrative
- Group identity
- Citizenship

Research shows that these approaches advantage all students but also contribute to equity for all and greater engagement for boys. Kaleen High School emphasises habits of mind. The “Habits of Mind” developed by Arthur Costa, have been identified as the characteristics of effective learners and of successful people in all walks of life. They include persisting, managing impulsivity, listening to others with understanding and empathy, striving for accuracy and precision, and thinking flexibly. Habits of mind seek to develop in students the ability to decide “What is the most intelligent thing I can do right now?” These habits are explicitly taught to the students in our school.

In June 2006, the ACT Government announced a restructuring of educational provision across the system. Whilst Towards 2020 did not deliver all of the initiatives suggested for Kaleen High School, the school has taken the opportunity of the school review to develop a plan to deliver the “new” Kaleen High School that will feature a middle schooling approach for years 7 and 8 as well as a vocational focus in 9 and 10. The “new” Kaleen

High School will deliver best practice in information technology across the school. In developing our plans, feedback obtained through the school improvement process has been taken into account. Details of the restructuring of Kaleen High School can be found in this report in those sections relating to school planning and the schools excellence initiative.

## STUDENT INFORMATION

### Student Enrolment

Males: 137 Females: 116 Total: 253

Mainstream Classes are streamed in maths only with mixed ability classes in all other subject areas	253 students
Learning Resource Centre. Students who have special needs English and/or Mathematics may be taught by a teacher with additional expertise under the guidance of an individual learning plan individually or in a small group	60 students participated in programs delivered through the learning resource centre over the year
ESL Assistance. An ESL teacher works in small classes and in a team teaching capacity with students who have learnt English as a second language. All ESL students have an ILP.	5 students were involved with this program
The Learning Support Unit (LSU) is a special school setting within our school for up to 8 students with specific learning difficulties	7 students attended this program
The Learning Support Unit (Autism) was opened in 2006 and caters for up to six students.	4 students attended this program
Indigenous Students work in mainstream classes across the school and have access to an Indigenous Education Officer who is employed across	9 students

Canberra schools.	
Special needs Students are also integrated into mainstream classes. They include those with physical as well as intellectual challenges and the support they receive is dependent on their Student Centred Appraisal of Need.	8 students

### Student Attendance

The average attendance for students this year was 84.4 percent of school days.

A new student attendance monitoring system was introduced in 2006. In this system, student attendance is checked each teaching period allowing early identification of non attendance. A member of the support staff contacts families as soon as the absence is noted.

As a result we have seen an increase in the number of parents contacting the school to alert the school to their child's absence, and when a student is truanting, parents have been very helpful in encouraging them to return to school.

This has resulted in a measurable improvement in attendance.

### Student Retention

98.1% per cent of year 9 students in 2006 completed year 10 in 2007 at this school.

## STAFF INFORMATION

### Staff Profile

1 Principal (School Leader A)  
 1 Deputy Principal (School Leader B)  
 4 Executive Teachers (School Leader C)  
 21.4 Classroom Teachers (Teacher Level 1)  
 2 Special Education Teachers (Level 1)  
 1 Counsellor (1.0 days per week)  
 1 Administration Manager (ASO5)  
 1 Office Receptionist (ASO2)  
 1 Finance Officer (ASO3)  
 1 Office Administration Support (ASO2)  
 1 Library Assistant (ASO2)  
 1 Science Assistant (ASO2)  
 2.4 STAs (LSU) (ASO2)  
 1 IT Support Officer(0.8) (ASO2)

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Kaleen High School chooses to maintain a structure of four School Leaders Cs deployed as student services, curriculum, assessment and reporting and staffing. We do this because as a small school administrative tasks have to be distributed equitably and in a manageable way. In addition, 80% of the classroom teachers have been teaching for 5 years or fewer, requiring substantial supervision and guidance from the executive staff.

### **Staff Attendance**

Staff attendance at school is very high. Generally staff absences are covered by voluntary inbuilt relief. The use of casual teachers is kept to a minimum to ensure that student management issues are minimised and that program continuity is maintained.

In 2007, average staff attendance was 93.43 per cent of school days.

### **Teacher Retention**

Teaching staff employed and promoted in ACT government schools since 1999 are subject to mobility provisions. Under these provisions, teaching staff are required to transfer to another workplace after a certain period of time.

The proportion of staff retained from last year is approximately 71 per cent. All staff moved for mobility reasons.

### **Teacher Qualifications**

All teaching staff meet the professional requirements for teaching in an ACT government school.

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

<b>Qualifications</b>	<b>Teaching Staff</b>
<b>Certificate/Diploma/Degree</b>	100 %
<b>Postgraduate</b>	4 %

## THE SCHOOL PLAN

The goals and priorities of the ACT Department of Education and Training Strategic Plan 2006-09 provide the overarching framework and strategic direction for the School Plan.

All ACT government schools participate in a three-year school review and development process, which involves surveys of parents, students and staff, annual self-assessment and external validation of the school.

In 2006 the school's performance was reviewed across the four domains of schooling - teaching and learning, student environment, leadership and management and community involvement - and a school plan was developed. This plan is available on the school web site.

During that review, 79 per cent of parents and carers, 87 per cent of staff, and 72 per cent of students (year 5 and above) indicated they were satisfied or highly satisfied with the school.

### PROGRESS ON 2007 PRIORITIES

#### 1. LEARNING AND TEACHING

Provide a rich and varied curriculum to make teaching and learning a rewarding and challenging experience that develops creativity and thinking skills.

##### Outcomes

- Program documentation now reflects thinking skills, problem solving, creativity, habits of mind and productive pedagogies. Essential Learning Achievements underpin all programs.
- Improved completion rate for class work, homework and assignments. Expectations are included in a programs and school communications with students homes. MyClasses is widely used within the school.
- Improved relevant curriculum evidenced in unit evaluation sheets.
- ACTAP results in literacy and numeracy demonstrate improved value adding for students.

Develop a challenging, suitable and interesting homework program.

##### Outcomes

- Teachers report more successful completion of homework/assignments

- Families and students value homework as more relevant and useful as indicated at parent-teacher interviews and in student evaluations at end of units.

The implementation of Myclasses has resulted in greater engagement with assignments for the 31% of our students who have access to internet at home. In 2007 students without internet access were able to use the school's facilities out of normal school hours on three afternoons each week. In partnership with Lake Ginninderra College, an indigenous homework centre operated for students from K – 12 on one afternoon each week.

Ensure that assessment standards are maintained and that the process for appeals is clearly set out, and distributed to all interested parties.

##### Outcomes

- Increased opportunity for community to know about appeals process through publication in newsletter, sending home and website.
- Evaluation feedback from students indicates that they understand the process and that they feel assessment is fair and appropriate.

Our current assessment and reporting processes are well documented and distributed through the newsletter, course outlines, in the student handbook and through the year 10 information evening reflecting ACT and Federal government requirements.

Develop student creativity and independent learning habits, and communication, organisational and group learning skills.

##### Outcomes

- Evaluations by students and staff show success of Exhibitions Program in producing these changes.
- Documented curriculum reflects classroom practice.

In 2007 we used Classroom Observation and Peer Support program for teachers to develop protocols of observation, feedback and mentoring for improved student learning.

#### Improve student access to information technology facilities

Recognising our place in an increasingly digital world, Kaleen High School's IT Vision is to be

recognised for creating and sustaining a robust and flexible Information Technology environment conducive to support innovative teaching, learning and administration. In working towards achieving this vision, the school has finalised the scope of work for Schools Information Technology Infrastructure Fund (SITIF) funding of upgrading the internal core backbone of the KHS network in readiness for delivery of Fibre-to-the-Premises (FTTP) in 2008. The implementation of the SITIF work is anticipated before June 2008 and will significantly improve the robustness and speed of our network.

Late in 2007 we invested in a new student server in readiness for this improved network and we are establishing a new student network architecture that accords with Department standards. Early in 2007 a new Information Technology Officer (ITO) was recruited following the departure of the previous incumbent and the new ITO has been developing technical and managerial skills to support the IT requirements agreed by school management.

In 2007 we worked closely with staff from Inclusive Technologies (Student Support Services), to ensure that we had a strong knowledge of current and effective programs, applications and technological resources and access to these programs and applications for students with special needs at our school. The computers within the LSU and LSUA units had a number of programs installed that were used by students to assist their learning such as 'SpeakQ', Co-writer, Clicker 5, Boardmaker and Inspiration. Teachers undertook Professional Development in these programs where necessary. Several students enrolled in our Special Education Programs have access to a laptop or an alphasmart. This equipment is maintained and regularly updated by Student Support Services and our ITO.

#### **Further integrate information communication technology in our teaching and learning**

##### Outcomes

- ICT database showed completion of designated competencies above the benchmark
- Curriculum documents reflect embedded ICT competencies
- MyClasses is used extensively.

This work is completed. Both students and teachers expect that ICT competencies will be

explicit in programming and teaching and learning.

## **2. LEADERSHIP AND MANAGEMENT**

Communication and management of critical incidents within the school community.

##### Outcomes

- Stakeholders see new critical incidents policy as effective (survey).
- Informal discussions indicate a positive trend.

The incidence of critical incidents in the school has decreased. Critical incidents are managed in line with policy.

Investigate improved mechanisms for distribution of school resources.

##### Outcomes

- Staff satisfied with resource distribution as indicated by regular reviews and staff meetings.
- Finance committee operates effectively.

Implementation of a broad based finance committee has been significant in improving staff understanding of and confidence in the financial management of the school.

#### **Develop more effective communication across the school**

##### Outcomes

- More staff involved in school discussions at staff meetings.
- More celebrations with staff attending.
- Regular meetings occur.
- Regular meetings of staff indicate community is informed.
- Introduction of the Kaleen Kapers broadsheet for all staff on a weekly basis outlining the major activities for the week and the weekly schedule of the Principal and Deputy Principal.

Communication continues to require attention; however, the implementation from 2006 of a cycle of staff, teaching and learning and faculty meetings has improved the schools ability to manage the complexity of the work of the school and has provided rich opportunities for staff participation.

#### **Improve feedback to staff about their work performance**

##### Outcomes

- Improved “Best Practice” performance from staff.
- Commitments set by individual met in professional pathways.

Data collected through “Promoting Positive Behaviours” indicates significant improvements in pedagogy, this has been supported through the self evaluation carried out in 2006.

#### **Provide effective professional learning and leadership opportunities for all staff**

##### Outcomes

- Relevant and appropriate PD and cross school team building as reported in professional pathways.

This has occurred and remains a priority.

#### **Continue to improve the working environment, including OH&S, for all staff**

##### Outcomes

- Improved safer environment for students and staff.
- Development of a prioritised project list.
- Projects completed.
- Prioritised project list developed & implemented.

The school environment has been improved significantly.

### **3. STUDENT ENVIRONMENT**

#### **Continuing to develop and promote a school culture of respect for others and property that reflects the cultural, ethnic and gender diversity of the school community, including: dealing with harassment feeling safe at school school being friendly for students**

##### Outcomes

- Welfare records indicate reduced cases of harassment across the school – maintain all documentation of all incidences and monitor outcomes.
- Audit shows improved respectful relationships in the school.
- Maintenance records show significant decrease in vandalism and graffiti.

Whilst bullying remains a priority, reduction in vandalism and graffiti is evident in all areas of the school. Vandalism and graffiti has nearly been eradicated.

#### **Improving student-teacher relationships**

##### Outcomes

- Attendance records indicate improved attendance.
- Fewer incidents of student-teacher conflict, fewer reported behaviour management referrals from classes.
- Staff attendance rates are very high.

Attendance and engagement remain priorities, but it is clear that our attendance records and follow up on absent students are more reliable and consistent. Low levels of teacher-student conflict in classes now occur, probably due to better attention to literacy and numeracy issues as well as more challenging and rich programs.

#### **Improving student understanding of personal health and wellbeing issues**

##### Outcomes

- Student evaluation sheets indicate improved outcomes for students and school.
- Welfare records show fewer cases of drug and alcohol use.

In 2007 there were no recorded incidents of drug use at school. The use of alcohol by adolescents remains a concern and is being addressed through explicit teaching and learning and support for identified students. Similarly, the use of tobacco products by about five students is generally regarded as a health issue.

Increase student involvement in the development and evaluation of school programs

##### Outcomes

- Students complete unit evaluation sheets at end of semester.
- More positive responses in evaluations.
- Results used to monitor relevance of school curriculum.
- Greater number and quality of nominations for SRC.

Recognise the role of democracy and its responsibilities in the school context.

##### Outcomes

- 5% more students willing to be involved.
- Level 1 teachers continue taking leadership roles.
- Increased representation as shown by students involvement.

Student involvement in SRC and Talkback classroom remained at a healthy level. Student

representatives on the School Board made valuable contributions that lead to changed school policies and procedures.

Ensure that democratic processes are effective and that these generate effective student participation.

#### Outcomes

- Students from Year 7 to 10 are actively involved in the democratic process eg SRC, Board, School Review etc.
- Students give SRC Report at assembly and organise and run the assembly.
- Elected students as on Board.
- Year Group Meetings directed by students.

### 4. COMMUNITY INVOLVEMENT

Consistently and effectively inform parents and students of assessment requirements and ensure that this information is current.

#### Outcomes

- Signed unit outlines are returned to school and sighted by class teacher.
- Students' results/reports show improved rate of completion of work on time and preparedness for tests.

All students have unit outlines by week 3 each semester. These are pasted at the front of their books. The outlines are also placed on the school website through MyClasses. A consolidated booklet showing current programs is produced for public perusal by week 4 of each semester.

Engage and communicate with parents, carers and the wider community so that they are aware of issues affecting our school and of ways in which they may be of assistance and become involved in school activities.

#### Outcomes

- More Newsletters getting home to be read, as shown by random polls.
- Electronic communications with parents and staff as shown by online counters and mail lists.

Newsletters are sent home twice per term to ensure their receipt by parents. Special events are notified through the changeable sign at the front of the school. The P&C and the school maintain active email lists for distribution to the 36% of homes that have internet access.

Ensure that parents have an effective understanding of the school's student management policy;

#### Outcomes

- Parents informed and consulted through newsbriefs/newsletters, as shown through feedback.
- Fewer enquiries about student management policies and issues as measured by Welfare documentation.

In developing the current student welfare and management policy, wide consultation occurred including students, families and staff. There are very few disputes relating to the implementation of the policy, except for those incidents when the policy has not been properly implemented.

Provide opportunities for wider involvement of parents in school decision-making processes.

#### Outcomes

- Parents and community invited & included on decision making.
- More parents involved in the P&C.

More than 15 parents regularly attend P&C meetings.

Make information available about community support services.

#### Outcomes

- Information distributed to those who require it through Welfare Suite.
- Information provided through the stand.

The school counsellor and youth support worker have played an outstanding role in providing information, professional support as well as print materials.

Ensure that the school welcomes students, parents, carers and the members of wider community.

#### Outcomes

- Positive statements from parents eg P&C and parent Teacher nights and presentation night.
- Active School Board and P&C.

### Schools as Communities

Schools as Communities is a voluntary program that focuses on improving social and educational outcomes for children and young people by

creating strong and effective working relationships between families, communities and schools.

School as Communities is a part of the ACT Office for Children Youth and Family Support and funded by the Department of Disability, Housing and Community Services.

A Community Outreach Worker was placed in Kaleen High in 2007. This role was to assist schools and families by providing family support and community development.

The Outreach Worker focused on building links between home, school and local services to ensure children, young people and families are supported now and into their future. This provided families and students with crisis intervention, mediation, advocacy and referral and transportation to community services.

The Schools As Communities Program also focused on community development to build partnerships with local businesses and community groups to provide services that offer support and training to students and parents. Throughout 2007 Kaleen High had several students involved in different programs. These were:

- Mountain Biking – RecLINK (PCYC)
- Refuel - RecLINK (PCYC)
- Adventure Racing - RecLINK
- DeFUSE – U Turn Youth Service
- Year 9 & 10 Info session – Canberra Youth Law Centre
- Peer Skills – Lifeline Canberra & Schools as Communities
- Mentoring Program – U Turn Youth Services
- Parent Information Nights (Parentline & Belconnen Community Services)
- Certificate One Workplace Preparation – CMA Training Group

Parent teacher events are well supported by all stakeholders. The Board and P&C initiated and have led the Grassy Woodland Project. The formation of a school promotions board subcommittee has generated significant publicity for the school.

### **STRATEGIC PRIORITIES 2007**

Through our school review we have redefined our school beliefs and vision and we have developed a set of design principles that will be used to test initiatives prior to implementation.

### **Beliefs**

We believe:

- as a government school we have a responsibility to provide positive outcomes for each and every student
- all students can learn and they have a right to learn
- no students needs are more important than another's
- equal opportunity is not giving everyone the same, it is about giving everyone what they need
- all students should be treated with respect and dignity
- each and every student has a right to participate in all school experiences
- intelligence comes in many forms including: emotional, cognitive, physical and creative
- students learn and develop at different rates and in different ways
- the growth in students' knowledge, attitude, skill and confidence is of primary importance
- the wellbeing and safety of students is integral to their education
- students have the right to be engaged in decision making processes
- quality teaching and quality teachers lead to positive outcomes for students.

### **Vision**

Our school will:

- work in collaboration with parents, schools within our cluster and the community for mutual benefit
- deliver a rich and integrated learning experience that is both challenging and innovative
- be a safe, respectful and caring environment
- use wide consultation and democratic decision making processes
- maintain an attractive and functional physical environment
- foster a learning environment that compliments national and system priorities.

Graduates of Kaleen High School will:

- be citizens of the 21<sup>st</sup> Century: forward thinkers, intelligent risk takers, socially, environmentally and politically aware
- embrace values such as: diversity, difference, individuality, the collective good, knowledge and ways of knowing
- be accepting of others

- make ethical, informed and intelligent choices
- be discriminating and considered thinkers
- be considerate, compassionate, thoughtful and honest
- be able to identify their strengths and weaknesses, see opportunities, reflect and then identify options for themselves and others
- be engaged and proactive in their own learning and in their lives
- have self determination and confidence
- have resilience
- be a positive influence in their community
- be good ambassadors for Kaleen High School.

### Design Principles

All aspects of the school are designed in line with the following principles:

- **Personalisation**
  - creating settings where teachers and students can know each other well
  - personalised learning – curriculum and pedagogy
  - support services for students with specific needs that are outside of the mainstream
- **Intellectual Mission**
  - common core goals across the curriculum
  - curriculum integration across vocational and academic areas
  - authentic assessment practices that focus on assessment for learning
  - extra-curricular activities that enrich the academic program
- **Reflection**
  - integrated and specific reflective contexts for students and teachers to uncover the meaning of their work
- **Teacher Ownership**
  - common planning time for teacher teams
  - teachers in leadership roles
  - support, resources and professional development
- **Community Engagement**
  - involve family and the community in program planning, implementation and evaluation
  - well managed partnerships with community organisations
  - public engagement activities
  - use of community resources for learning.

As a result our strategic priorities for 2007 are:

### Teaching and Learning

#### Strategic Priority 1: Curriculum

Curriculum development is central to our school plan. Faculty, year group and other learning teams will be responsible for:

- Incorporating ELAs and identifying worthwhile learning achievements
- Aligning curriculum, assessment and pedagogy
- Mapping student outcomes across the school

Broaden existing academic enrichment and extension opportunities to include all Key Learning Areas.

Establish structures and procedures to recognise the enrichment activities students participate in outside of regular classes.

#### Strategies

- representative school sport
- academic and artistic competitions
- work experience and vocational training
- driver education and other recognised qualifications

### Student Environment

#### Strategic Priority 2: Student Support

Effective support for students is essential to the success of Kaleen High School. This support is broad-ranging and includes academic, vocational, social and health aspects. Personalised learning and support for students with needs will be embedded in curriculum and overseen by the Student Services team.

#### Strategies

- Refine procedures to map individual student learning especially in Years 9 and 10. Include individual learning programs, enrichment opportunities and units of study that cross traditional subject boundaries (eg using drama as a component of an English program)
- Provide an inclusive and comprehensive pastoral care program for all students.

### Community Involvement

#### Priority 3: Promoting Education

Strategic

Our vision is for Kaleen High School to be a place where exceptional teaching and learning happens, and is known to happen.

Community engagement is one of our design principles and will have a strong influence on our other priorities (student support and curriculum). The promotion of public education, our school and the success that our students experience were identified as specific examples for improvement.

#### Strategies

- Have a strong on-line presence that incorporates the World Wide Web, the effective use of *MyClasses* and local intranet.
- Revise the school's public and internal documentation to reflect the changes that have occurred since their original design and in response to the School Improvement process and Towards 2020 initiatives.

### TEACHING PRACTICE

Teaching practice at Kaleen High School is characterised by student centred learning where individual student learning needs are identified and explicitly included in day to day classroom practice. This has been enhanced by the Classroom Observation and Peer Support program where pairs of teachers self selected to carry out regular, structured classroom observation and feedback.

Student needs are also catered for through individualized programs managed in part through the Learning Resource Centre under the guidance of individual learning plans. The Learning Resource Centre has been key to the improvement of literacy and numeracy outcomes as evidenced through ACTAP.

Teachers participated in professional learning in Mind Matters, restorative practices, essential

learning achievements, numeracy and literacy across the curriculum, and managing change.

### CURRICULUM

Curriculum development was primarily concerned with embedding ICT, Indigenous perspectives and literacy into all areas of the curriculum and incorporating the Essential Learning Achievements into curriculum planning..

Through participation in workshops and other professional development run by the curriculum renewal team, teachers gained a deeper understanding of the new curriculum framework. Regular teaching and learning meetings were held where curriculum development and renewal were the focus. Through these meetings an overall curriculum model was adopted for implementation in 2008 and we began updating the school's curriculum documentation to align curriculum with pedagogy, assessment practices and reporting.

## LEARNING AND ASSESSMENT

### Student Achievement

85 per cent of Year 10 students were awarded an ICT Competencies Certificate, having successfully completed all fifteen ICT Competencies for High School Students.

### Performance in Literacy and Numeracy Years 7 and 9

Students in ACT government schools participate in the ACT Assessment Program (ACTAP) in years 3, 5, 7 and 9. The program assesses skills in literacy and numeracy.

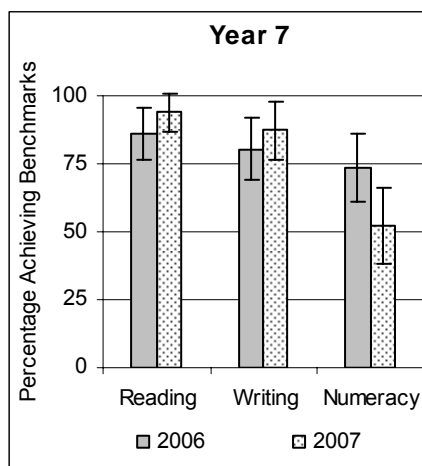
The following graphs show the percentage of students at this school achieving at or above the national benchmarks in reading, writing and numeracy.

Benchmarks are nationally agreed minimum standards in literacy and numeracy, at years 3, 5 and 7.

0.00 per cent in 2006 and 2.10 per cent in 2007 of year 7 students at this school were exempt from ACTAP based on nationally agreed criteria.

Exempt students are included as below benchmark in the school results.

### STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY



Confidence Interval (  $\pm$  ): represents the margin of error in the data.

Student literacy and numeracy achievements in year 7, graphed above, show that in 2007 in reading and writing, the vast majority of Kaleen students achieved the benchmark. The number of

students achieving below the benchmark in numeracy is cause for concern.

For year 7 students, ACTAP measures performance after only 6 months of high school. Unfortunately we are unable to view the progress of our students from year 5 to year 7.

Literacy and numeracy are regarded by the school as fundamental to the progress of our students. To address student's low literacy, all year 7 students undergo testing early in year 7 to determine their reading ages. Students with reading ages three years or more below are placed on an individual learning plan supported through intensive literacy learning in the learning resource centre. Students initially use "The Sound Way" program that addresses spelling and word recognition through a phonics approach. This program also addressing handwriting by insisting on standardized letter formation and legibility. Students progress to "Write On" and individually designed programs that allows the students to return to regular classes with the requisite skills to participate in and complete class work with their peers.

Students in years 8, 9, and 10 also have access to these literacy programs. Plans are in place to address student needs in numeracy.

For the first time in many years we enjoyed a stable and capable mathematics faculty. This faculty will remain together for at least 4 years and will provide an opportunity to address students issues in numeracy.

To date achievements include the establishment of two lines in the learning resource centre devoted to numeracy. The school is currently sourcing structured materials to support the students literacy needs. All maths teachers have been trained in "Count Me In". In addition, in 2008, we will be linking with our local primary schools to work together to achieve a stronger approach to numeracy through the Computation Project.

Year 9 literacy and numeracy results were below average, the students progress from year 7 has also been below the system average progress for students from years 7 to 9 in reading, writing and numeracy. Improvements in these areas are expected in 2008 and beyond.

## STUDENT ENVIRONMENT

### Student Focus

The school's main priority is meeting the needs of students and this is evident in all aspects of Kaleen High School.

In gathering data for the school review, opinion surveys indicated a high level of student satisfaction with the school. The strategic plan reported on earlier in this document, and associated policies and programs identify needs and make them explicit.

The school analysed school-based and system data to develop school priorities, learning and teaching programs to improve student outcomes. Demographic data and previous performance information demonstrates that the school has an understanding of students specific needs. Students are involved in the analysis of data and development of future plans.

All students have opportunities to succeed. Most students move successfully through the levels of schooling as evidenced by year 10 certification and ICT certification rates.

Individual Learning Plans (ILPs) are evident for students in care, Indigenous students, students with disabilities and students with identified learning needs who access the learning resource centre. At any time up to 65 ILPs may be in operation in the school.

The school has structures and strategies that recognise and celebrate achievement through our merit system. This is supported by Peter Blackshaw Real Estate who award a trophy and a cash prize each term to a student who has made an effort to improve their learning.

Emphasis is placed upon intervention and prevention of learning difficulties. This is fundamental to the success of our various literacy and numeracy programs.

Positive and productive relationships between staff and students are fostered. All staff have received training in restorative practices and this approach underpins the school's welfare policy.

Suspensions are used for incidents of violence or in cases where a staff member is abused. This consistent approach has resulted in greater certainty for students. Such incidents have

decreased significantly from 153 days in 2006 to 117 in 2007.

Students know they have a right to expect courtesy, fairness, respect and excellence in teaching and they reciprocate in their interactions with each other and with staff.

### Student Empowerment

Students participate in school decision making and governance primarily through the SRC. In 2006, the SRC embarked on a very ambitious program of activities without building a shared responsibility. As a result they initially made little progress.

The SRC was able to refocus and deliver in the second part of the year. They determined, planned and managed all assemblies gaining confidence and becoming a visible and viable advocate for students.

Resilience, responsibility and self discipline are fostered through all aspects of the schools operation. Both the Salvation Army and Belconnen Rotary support the school and our students generously.

Active citizenship is evident with important contributions through the Quest leadership group who perform a peer support role within the school. The school's partnership with the Tabitha Foundation raising money and building houses in Cambodia is a tangible example of students commitment to the community. In addition students door knock for the Salvation Army who use the school as a collection point.

### Student Support

Education environments are safe, supportive, welcoming and culturally inclusive.

The LSU opened in 2005 has developed into an exemplar of good practice and parents indicate a very high level of support for the approach taken with their students.

The LSUA was opened in 2006 and has also been highly successful.

Most LSU and LSUA students are integrated for part of their program and they access all of the facilities of the school.

## LEADERSHIP AND MANAGEMENT

### SCHOOL MANAGEMENT

Under the auspices of the school board a publicity committee was established. This committee coordinated activities such as the opening of the community learning room by Bob McMullan MP, coffee mornings for community members and prospective parents.

The finance committee became more actively involved in the creation and monitoring of the budget.

In 2007 the refurbishment of the school was completed including internal painting and improvements in the technology (wood and metal) area. The village farm will form the focus of CSIRO Crest investigations involving our local primary schools and Copland College. It was officially opened and was able to be established from a \$90 000 grant.

### FINANCE REPORT

This summary covers funds for operating costs and does not involve expenditure in areas such as permanent salaries, buildings and major maintenance.

The school has forwarded an end of year Financial Statement to the Department that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

#### Professional Learning

The average expenditure at the school level per teacher on professional learning was \$260. The funding of professional learning was provided through a budget allocation and a successful application to the Professional Learning Fund.

#### Voluntary Contributions

This school received \$11,456 in voluntary contributions in 2007. These funds were fully utilised in 2007 to support the general operations of the school. They have not been separately identified against any particular activity of the school. This use of the voluntary contributions is in line with the approved budget for 2007.

<b>Financial Summary</b>	
<b>31 December 2007</b>	
<b>INCOME</b>	
Self Management Funds	\$432 529.00
Voluntary Contributions	\$6 130.00
Contributions & Donations	\$0.00
Subject Contributions	\$6 779.00
External Income (including community use)	\$27 266.00
Proceeds from sale of Assets	\$ 0.00
Bank Interest	\$13 245.00
<b>TOTAL INCOME</b>	<b>\$485 949.00</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	\$128 619.00
Cleaning	\$100 062.00
Security	\$1 587.00
Maintenance	\$66 774.00
Mandatory Maintenance	\$15 747.00
Administration	\$7 693.00
Communication	\$22 995.00
Assets	\$15 316.00
Leases	\$27 495.00
General Office Expenditure	\$22 192.00
Educational	\$53 937.00
Subject Consumables	\$47 110.00
<b>TOTAL EXPENDITURE</b>	<b>\$509 527.00</b>
<b>OPERATING RESULT</b>	<b>-\$23 578.00</b>
Accumulated funds	<b>\$95 527.00</b>
Outstanding Commitments	<b>\$31 103.00</b>
<b>BALANCE</b>	<b>\$71 949.00</b>

## Reserves

Name	Purpose	Amount	Estimated Completion Date
Staffing	Additional staffing support	\$40000	December 2009
Furniture/Equipment		\$10232	December 2008

## COMMUNITY INVOLVEMENT

Parents and carers are actively involved in their children's learning. Extensive use of MyClasses and the redevelopment of the school website and the introduction of the Schools as Communities Outreach worker has allowed a greater level of parent participation in the school.

The majority of parents attend information sessions and parent teacher interviews. We organise two parent teacher evenings per year, one year 10 information evening, one Year 7 Parents and Carers Meet the Teacher Evening and two year 6 information evenings, monthly coffee mornings and an exhibitions information meeting. All of these activities are well attended and appreciated by our families.

Parents/carers and students are able to articulate the school's major values and principles. Parents/carers and local primary principals participated in the development of these values and principles.

There is effective communication between the school and parents/carers and the school's newsletter has been improved both in quality and in effectiveness of distribution. The school newsletter is also attached to the website. The school operates an open door policy that is highly regarded by parents.

A regular schedule of reporting student programs and achievements exists with tick reports in terms 1 and 3 followed by parent teacher meetings. Full reports are provided at the end of terms 2 and 4. Parents indicate high satisfaction rate of reporting processes.

There is active involvement in formal structures such as the P&C and the School Board. Class teachers' records identify the frequency and analysis of contact with parents/carers.

There is high parental attendance at school events and participation in school activities such as school car boot sales and other fundraising events, working bees and school discos.

The school enables parents/carers and students to access learning resources and appropriate school information through technology especially utilising MyClasses software.

The school newsletter outlines community participation. The school has records of the number of students engaged in community-based

programs. Environmental programs identify the role and participation of the community. The grassy woodland has generated interest in the general community, amongst other schools and the parent community.

Outside organisations use school facilities. School facilities are used by the Ginninderra Rats Basketball club, a local martial arts group, calisthenics and badminton. In addition our community room is available for community use by playgroups, resident actions groups (Huntingdon) and the Salvation Army.

Many external organisations have supported teaching and learning by providing work experience placements and programs.

Government schooling is promoted positively to the outside community. The school produces public relations material and distributes it widely inside and outside the school community.

The school website is current, attractive, interesting and interactive.

Government schooling achievements are celebrated and newspaper and magazine articles, and current research are often included in the school newsletter.

The school newsletter is current, attractive and interesting and includes information about current, credible educational research, suggestions for supporting students in their work and other information designed to educate our community..

The school has a public relations focus.

We estimate that the school community in 2007 voluntarily contributed 4790 hours of work to support the school. This included work on the grassy woodland project, fundraising through the car boot sale, sausage sizzles at Bunnings and the Japanese Autumn Festival.

# ENDORSEMENT

I declare that the Kaleen High School Board has operated in accordance with the provisions of the *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 government 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 government school must, whenever 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 for the school.

**47 (2)** However, the school board must meet at least 4 times a year.

**48 (10)** The school board must keep minutes of its meetings.

**49 Disclosure of interests by members of school boards**

**49 (3)** The disclosure must be recorded 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.

**Board Chair** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**MEMBERS OF THE SCHOOL BOARD**

Kallir-Preece, Christine  
 French, Susan  
 Davey, Elizabeth  
 Robinson, Tony

Rumley, Chris  
 Woodman, James  
 Ng, Tracey

BOARD CHAIR	PRINCIPAL
Name:	Name:
Signature:	Signature:
Date:	Date:
I have sighted this Annual School Board Report and verified the data contained in the report. Wayne Chandler - <b>School Director</b> Signature: _____ Date: _____	