Lyneham High School

Board Report

2011
This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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The school website is lynehamhs.act.edu.au.

Inquiries about this publication should be directed to:

    Lyneham High
    Goodwin St.
    Lyneham ACT 2602

General Inquiries:

Telephone  (02) 6205 6399
About our school

Introduction to School

Lyneham High School (LHS) is a year 7-10 comprehensive school situated in the inner north area of Canberra, ACT. Enrolments have been steadily increasing at LHS since 2007 and the school is currently at capacity. The school draws on students from across northern Canberra and the number of students attending the school from outside the priority enrolment area has remained relatively constant being approximately 55% of the total student population in 2011. The number of students from Aboriginal and Torres Strait Islander background and students enrolled in special education classes have also remained consistent. However, the number of students who come from language backgrounds other than English has been steadily increasing. We celebrate and value the diversity and richness that these students bring to our school.

While providing a diverse range of programs, Lyneham’s strong reputation centres on three programs which have become flagships for the school and for public education. These are the award winning band and music program, the Lyneham High School Enriched Academic Program (LEAP) for gifted and talented students and the Sporting Excellence at Lyneham (SEAL) program for talented sports students. Lyneham High School has developed a culture where achievement is celebrated and where students can work together with a strong sense of pride in their school.

The Lyneham High School community is committed to Care, Quality and Creativity. We aspire to always exercise Care for our own well-being and the well-being of others, take pride in the Quality of the learning and teaching that happens in our school and operate in an environment that fosters Creativity and innovation.

Student Information

Student enrolment

In 2011 there were a total of 1,027 students enrolled at this school.

2011 Student Enrolment breakdown

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>564</td>
</tr>
<tr>
<td>Female</td>
<td>463</td>
</tr>
<tr>
<td>Indigenous</td>
<td>18</td>
</tr>
<tr>
<td>LBOTE</td>
<td>289</td>
</tr>
</tbody>
</table>
Student attendance

The following table identifies the attendance rate of students by year level during 2011. 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 one to the last day of term two.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.8</td>
</tr>
<tr>
<td>8</td>
<td>90.4</td>
</tr>
<tr>
<td>9</td>
<td>88.7</td>
</tr>
<tr>
<td>10</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Rolls are marked each morning during Home Group and in every lesson. The school has an electronic messaging system. Parents are notified by SMS if their student is absent from Home Group.

Home Group teachers monitor attendance each morning, contacting parents if there are unexplained absences. Teachers report any students who were present in Home Group but not in class. There is a dedicated teacher for each year whose responsibility it is to follow up on absences. Parents are informed by mail if there are serious concerns about the attendance of their son or daughter. Teachers and, in particular, members of the Student Services team, work closely with parents, students and staff to support school attendance and keep students engaged in school activities.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
</tbody>
</table>
Workforce Composition

In 2011 the workforce composition of the school is highlighted in the following table.

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Officers</td>
<td>20</td>
</tr>
<tr>
<td>General Service Officers or</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>2</td>
</tr>
<tr>
<td>School Leader C</td>
<td>12</td>
</tr>
<tr>
<td>Teachers *</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

There is 1 indigenous staff member at this school.

Volunteers

It is estimated that school volunteers have worked approximately 7000 hours at Lyneham High School.

School Review and Development

The ACT Education and Training Directorate’s Strategic Plan 2010-2013 provides the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2013 and the School Improvement Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school’s progress towards achieving system and school priorities.

Lyneham High School will be validated in 2012.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In May 2011 the school undertook a system 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 2011, 74 percent of parents and carers, 96 percent of staff and 81 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

These results, as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student environment and community involvement, contributed to the development of the school plan. This plan is available on the school website at [www.lyneamhs.act.edu.au](http://www.lyneamhs.act.edu.au).

**Professional Learning**

During the course of 2011 staff at Lyneham High School undertook professional learning related to national, system and school priorities.

All teaching staff undertook training in the use of the Quality Teaching Model (QTm). This involved attending a workshop, visiting the classes of colleagues and reflecting on classroom practice. We recognise the importance of improving teacher capacity through in-class support and coaching.

Staff familiarised themselves with Stage 1 of the new Australian Curriculum and in the areas of English, Mathematics, Science and History, our curriculum was rewritten. Lyneham High School was chosen to be a lead school in English (year 9) and Science (year 7). Teachers in these faculties undertook considerable professional development and were able to share their progress and resources not just within the ACT but across Australia. Time was also set aside, on a pupil free day, to examine our approach to assessment and moderation. Teams of teachers also worked to familiarise themselves with the three priorities: Aboriginal and Torres Strait Islander Cultures, Australia’s Engagement with Asia and Sustainability.

Teachers were also trained in how to use the new web-based *connected Learning communities* (clc). A team of experts from within the school provided in-house training and support for colleagues on a needs basis.

Our literacy and numeracy team undertook significant training, particularly related to supporting writing across the school, and provided professional learning for staff and in-class support.

Members of our Student Services team received further professional learning in restorative practices and mediation and in case managing complex needs.

Time was also set aside at the beginning of the school year to work with staff in building their own resilience and well-being.
A large number of staff undertook professional learning activities to improve their skills in their specific area of teaching expertise.

Learning and Assessment

Performance in literacy and numeracy
Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2011, 3.17 percent of year 7 students and 1.96 percent of year 9 students were exempt from testing based on nationally agreed criteria.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>ACT</td>
</tr>
<tr>
<td>Reading</td>
<td>582</td>
<td>563</td>
</tr>
<tr>
<td>Writing</td>
<td>551</td>
<td>537</td>
</tr>
<tr>
<td>Spelling</td>
<td>559</td>
<td>543</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>574</td>
<td>553</td>
</tr>
<tr>
<td>Numeracy</td>
<td>595</td>
<td>557</td>
</tr>
</tbody>
</table>

Performance in other areas of the curriculum
At Lyneham High school we pride ourselves on offering a rich range of experiences and opportunities for students.

Year 9 and 10 students had the opportunity to travel to Vietnam as part of their Studies of Society and the Environment (SoSE) curriculum. Our Year 8 Poetry in Action performance was attended by the Minister and year 7 had the opportunity to attend a live play focussing on Shakespearean performances. Our Indonesian students visited the Indonesian embassy and French students went on a very popular excursion to Sydney. Students participated in a Mathematics excursion to Luna Park. Girls from our STAR program went on a challenging and life changing excursion to Borneo as part of the World Challenge program.

Our students excelled in competitions, with one student placing in the 99th percentile of an Australian wide writing competition. Over 7 days our language students entered a global language competition and were ranked 24th out of all competing schools. One of our students won the ACT section of the Australian wide Geography Competition. Three of our students reached the semi-finals of the BHP Science Students Awards and the school was awarded a CSIRO CREST grant to support students carrying out individual science projects.
Two of our Tournament of the Minds teams competed in the ACT finals of the competition. One of our students received an Aboriginal and Torres Strait Islander Scholarship to support her work through College and beyond. Our students achieved outstanding results in the Mathematics Challenge, with 14 students being awarded High Distinctions and 20 earning Distinctions. Across the school there were high levels of participation in Mathematics enrichment opportunities.

The school’s performance of Les Miserables was a huge success, playing to packed houses each performance. The show received five Canberra Area Theatre nominations and one of our students won “Best Youth Actor”. The Band Program had outstanding success in the Australian National Eisteddfod, winning five Gold and five Silver awards, plus one First and one Second Place. In term 4 schools from the Northside cluster combined to perform the cluster Spectacular ‘Wind Things’. Over three performances students from K-12 sang, danced, acted and played musical instruments to produce a fantastic show.

Year 8 students planned and presented a Medieval Fair and our Agriculture students expanded their interests by being involved in the Cows Create Careers program. Our special needs students developed their confidence to fully participate in mainstream classes and in work experience. Technology students took part in MasterChef competitions and, with support from the Brick and Block team, students in the Trades Course built a pizza oven for the school. Approximately 100 students undertook work experience, many participating in Occupational Health and Safety training. Four students began an Australian School Based Apprenticeship.

The SEAL program continued to forge strong links with the community and provided the platform for independent, reliable students to excel in a range of sports. Successes in the Volleyball national competitions and outstanding performances across a number of team sports were highlights, as were the wide range of outdoor education activities held across the year.

The Student Representative Council worked on a number of projects including fundraising for charities, including World Vision 40 Hour Famine, the Cancer Council and the Royal Blind Society. They also supported moves toward improving recycling practices in the school.

We had much to celebrate at Lyneham High School in 2011.
Progress against School Priorities in 2011

Priority 1:
Build the capacity of staff at Lyneham High School to use the Quality Teaching Model (QTm) to reflect on classroom practice

Target/s

- A survey of staff in term four shows a ten percentage point increase in the number of staff who have used QTm to reflect on classroom practice as compared to a survey completed in term one
- One hundred percent of staff have received feedback in terms of QTm in 2011
- There is a five percentage point increase from 2010 to 2011 in positive staff responses to the school satisfaction survey question “I get constructive feedback about my practice”

School improvement domain/s covered with this priority:
Learning and Teaching; Leading and Managing

Progress against outcomes and targets:
Strong progress has been made in 2011 to build the capacity of staff to use the QTm to reflect on classroom practice.

Over the course of the year, the Principal and all executive staff have visited classrooms and provided feedback to staff on classroom practice using the QTm, utilising templates and guidelines developed by the Principal. The Principal and two Deputy Principals are committed to in-class coaching and during term four the Principal dedicated two days a week and the Deputy Principals one day each a week to being in classrooms and staffrooms with staff and students. This change in work practice has been facilitated by the upgrading of an office position to the level of executive assistant.

In term one, a QTm team was formed with representatives from each faculty. This team attended a QTm workshop run by the Principal and met fortnightly. The team built its familiarity with the model and developed a process that would allow every teacher in the school to improve his/her understanding of the QTm, visit classrooms and reflect on at least two elements of practice. With the support of the team, the Principal conducted workshops with each faculty, provided time for each teacher to visit at least three other classrooms and facilitated reflections on practice using the quality teaching model as a basis for instructional rounds. This was a priority in the professional pathways of all staff.

In a survey conducted with staff at the beginning of 2011, 28 percent of staff surveyed indicated that they considered themselves beginners in their knowledge of QTm, 28 percent indicated that they had not been observed in the classroom, 56 percent indicated that they had never visited other classrooms or had an opportunity to reflect on practice in terms of QTm and 63 percent indicated that they had never given feedback on teaching practice to another staff member.

In the same survey conducted during term 4, only three percent of staff surveyed indicated that they considered themselves beginners in their knowledge of QTm, nine percent
indicated that their classroom practice had never been observed, six percent indicated that they had never visited other classrooms or had an opportunity to reflect on practice in terms of QTm and 29 percent indicated that they had never given feedback on teaching practice to another staff member. This is a vast improvement on the survey results from the beginning of the school year.

In term 4, 91 percent of staff surveyed indicated that they had received feedback in terms of QTm. Those who had not received feedback were largely part-time staff, new arrivals or staff who had had periods of leave during the year.

In 2009 a system survey indicated that 46 percent of staff received constructive feedback about their practice. In both 2010 and 2011, this increased to 67 percent and is now above the system average. While our positive response did not increase from 2010 to 2011, this can partly be explained by the fact that there was a turnover of staff from 2010 to 2011 and because the survey was held early in the year. In a survey on the same question conducted with staff at the end of 2011 the percentage of positive responses had increased to 85 percent. This is an 18 percentage point increase on the positive responses received earlier in the year.

This data indicates that over 2011 the capacity of staff at Lyneham High School to use the QTm to reflect on classroom practice has been considerably increased.

Over the course of the year, it has been possible to obtain a snapshot of the school in terms of the QTm elements. This will prove very valuable as a guide to improvement in future years. There is no doubt that teachers are more comfortable in opening their doors, sharing their practice and using the language of QTm. Staff have also indicated that they wish to continue the process used this year, but with cross faculty groups in 2012.

Priority 2:
Improve the Writing results of our year 9 students

Target/s
- Year 9 mean scale scores in NAPLAN writing are within the range of ACT Education and Training Directorate (ETD) targets
- Ninety percent of Aboriginal and Torres Strait Islander (ATSI) students with Individual Learning Plans (ILPs) related to literacy meet their individual targets

School improvement domain/s covered with this priority:
Learning and Teaching; Leading and Managing; Student Engagement

Progress against outcomes and targets:
Professional learning was provided to staff so that they might better prepare students for NAPLAN testing. Units of work were delivered to years 7 and 9 focusing on the new genre of persuasive writing. The English faculty also used a persuasive writing task for moderation.

The Literacy and Numeracy team provided professional learning for faculties to develop writing skills required in their context. The team identified the learning needs of targeted
groups of students and deployed resources to meet these needs through team teaching and coaching in the classroom and through short term withdrawal. A careful audit was kept to ensure that all students requiring assistance were given support by the team.

In 2011 the year 9 mean score in the NAPLAN writing test was 581. Unfortunately, because the writing genre of the test changed from 2010 to 2011, it is not possible to make any statements about whether our year 9 students were within the range of ACT ETD targets, as these were based on a narrative task. However, for all students and girls the school NAPLAN results in writing were above those of the ACT.

It is clear that we need to continue our focus on writing, particularly for boys and for those who fall in the bottom two bands. There is also a need for the development of a good diagnostic tool to support us in our work.

Due to there being less than five Aboriginal and Torres Strait Islander students sitting the NAPLAN tests in year 9, reporting of their results cannot occur due to privacy laws.

A significant project which supported the literacy of Aboriginal and Torres Strait Islander students was the Literacy Leaders Project. This project aimed at using the strengths of older Aboriginal and Torres Strait Islander students to increase the literacy outcomes for ATSI students and themselves while building a sense of community. A comprehensive report on the project suggests that the students involved developed more positive feelings about literacy learning, mastered some teaching and reading strategies, improved their social interactions and improved their awareness of their own literacy and numeracy skills.

**Priority 3:**
Implement Stage 1 (2011) of the Australian Curriculum in English, Science, Mathematics and History

**Target/s**
- One hundred per cent of Course Outlines are available on the school website
- As a lead school in year 7 Science and year 9 English, the school delivers on requirements in each subject area

**School improvement domain/s covered with this priority:**
Learning and Teaching; Leading and Managing; Community Engagement

**Progress against outcomes and targets:**
Significant professional learning was provided for the Deputy Principal (Staff), the Executive Teacher in charge of Assessment and Reporting and the Executive teachers in charge of Science and English. Professional learning sessions for the whole staff were held in February and for the executive team during an executive conference held in March. A pupil free day in August provided learning in relation to Assessment and Achievement Standards for the whole staff.
A Curriculum team was set up and included a representative from each faculty. This team met fortnightly and coordinated the implementation of Stage 1 of the Australian Curriculum and managed the documentation of the school curriculum, with particular focus on Mathematics, Science, English and History requirements under the Australian Curriculum Stage 1. A presentation on the Australian Curriculum was given to parents.

Standardised Course Outlines were developed to reflect the changes in the curriculum. One hundred percent of these are available on the school website.

Teams were also set up to begin investigating the three priorities of
- Aboriginal and Torres Strait Islander Cultures
- Australia’s Engagement with Asia
- Sustainability

An audit on these priorities began across the school and each team worked to focus community attention on these cross curriculum priorities.

A North Canberra Cluster event was held to celebrate our ATSI community compact and a NAIDOC Day celebration at the school involved staff and students in a range of activities including indigenous dance.

A special assembly was held to focus on Asia in our curriculum and a number of fundraising events have been held to support a group of year 10 students who travelled to Borneo as part of the World Challenge project.

Recycling is occurring in the school and, with the support of fundraising by our Parents and Citizens (P&C) Association through a Green Trivia Night, Lyneham High School was the first school in the ACT to receive solar panels as part of the National Schools Solar Panel Project. Excursions for staff and students were organised to the recycling facilities at Hume.

As lead schools for year 7 Science and year 9 English, teams of staff delivered exemplars of work with evidence of differentiation, trial units of work, reflective notes, evaluation and student work samples. Assessment items were also developed using the Quality Teaching model and aligned to the Australian Curriculum achievement standards. Lyneham High School has been formally congratulated on its contribution to the implementation of the Australian Curriculum.

In 2012 the school will continue with the implementation of the Australian Curriculum, including further examination of the three priorities. A strong focus on assessment and moderation is already planned for a professional learning day in February. This will also involve collaboration with Campbell High School in relation to setting standards, moderation and ensuring consistency.
Priority 4:
Improve communication across the school community through use of the connected Learning community (cLc)

Target/s
Over the course of the year student hits on cLc increase by twenty percentage points

School improvement domain/s covered with this priority:
Learning and Teaching; Community Engagement

Progress against outcomes and targets:
A cLc team was set up and included at least one representative from each faculty, thus ensuring that there was one expert in each faculty area. An expert teacher was identified and given a line allowance to support the introduction of cLc. Time was set aside in January for whole school professional learning. This was organised in groupings according to the expertise of the particular teacher. Regular after school training was held by the cLc team for interested staff and team members made themselves available when required. A priority on every teacher’s professional pathways plan was to improve expertise with cLc. A presentation on cLc was given at a P&C meeting. A log was kept of hits on the cLc to monitor progress and to describe the use of the cLc.

While considerable time and effort was put into the adoption of the cLc by staff and students at the end of 2010 and the beginning of 2011, progress was hampered by technical difficulties which were not fully resolved until the middle of the year. Overbooking or unavailability of computer rooms and netbook trolleys as well as physical problems with getting the trolleys into classrooms have constrained usage. Technical problems with netbooks damaged confidence. Union bans on further development of the cLc affected usage in terms 3 and 4. By the middle of term 4 most of these issues had been resolved.

Despite the difficulties outlined, steady use has been made of the cLc during the year with total hits increasing at a steady rate and the average daily usage being 600 hits a day.

Many cLc class pages are visited for resources, assignments and deadlines although most of the page hits do come from a smaller number of groups. Most staff have logged in to cLc in term 4 and only 50 students have never logged in to cLc (from a population of 1030 students).

A further issue has been that the parents’ portal to cLc is not yet available. This has limited the degree to which the cLc can be used to improve communication across the community.

However, in 2011 a number of initiatives were introduced to improve communication across the school. These included:

- Sending out standard letters of concern to warn of any issues relating to progress
- Providing an individual assessment schedule for every student
- Developing a new mid semester template for reports which provides more information to parents on any concerns
• Developing and publishing a late work policy
• Including year coordinator reports in the newsletter to parents
• Revitalising the newsletter to make it more comprehensive and attractive
• Increasing use of email to communicate with parents
• Marketing of School Magazine to parents
• Investigation of an on-line teacher interview booking system for implementation in 2012

In 2012 it is important that the school focus on continuing to improve communication across the school. Professional learning on cLc will occur on a professional learning day in February and will be followed up at staff and faculty meetings, after school and on a needs basis. The cLc team will continue and an expert user will again be given a line allowance to support staff and student uptake and to create and maintain identified cLc pages. If possible, the school would also be keen to work with parents so that they also can access the cLc through a dedicated parents’ portal.

Priority 5:
Improve student safety and well-being

Target/s
• Staff, student and parent system survey results in relation to student safety are at or above system levels
• Student attendance improves by five percentage points across the school

School improvement domain/s covered with this priority:
Student Engagement; Community Engagement

Progress against outcomes and targets:
The school has focussed on students, staff and parent understanding of student services policies and procedures and produced a comprehensive document that was shared with the whole school community.

Restorative practices were further embedded both in documentation and practice. All members of the Student Services team were trained in mediation and a number of mediations took place over the year. Two formal restorative conferences were held by the School and members of staff participated in two conferences held by the justice system and involving ex-students of the school. A report written by the Executive teacher of Student Services in November indicated that students who attended mediation meetings and conferences were less likely to reoffend than those who did not.

The school has also had a strong focus on cybersafety in 2011. The Australian Communications and Media Authority (ACMA) gave a very useful presentation on this topic to staff and parents and to year 8 students. The whole school attended a session on the proper and safe use of the internet and the cLc, and year 7 attended a performance of the play “The Hurting Game” and discussed its messages in pastoral care sessions. Year 9 focussed on the effect of being a bullying bystander and related this directly to cyber bullying. SRC students attended an ACT Conference entitled “Who RU in the Digital World?”
Positive student responses to the questions: “I feel safe at this school”, “Other students at this school are friendly towards me”, “Other students treat me with respect” and “At this school there is a safe place for me to play or relax” were all above the system average.

Positive student responses to the questions, “At this school I feel supported if I am bullied or harassed” and “At this school I know an adult I can talk to if I have a problem” were slightly below system average. However, both of these questions elicited high “Neither Agree or Disagree” responses (25 percent and 28 percent respectively). This may indicate that significant numbers of students have not experienced bullying or harassment at this school.

Positive parent responses to the question “I am confident that my child is safe at school” were slightly below the system average while positive parent responses to the question, “Management of student behaviour is effective at my child’s school” were at system level.

Teaching staff responses were all above the system average on the following questions: “I am supported by the school in the management of student behaviour” and “I am supported if bullying or harassment occurs”. Positive teaching staff responses to the question, “Parents and carers support me in the management of student behaviour” were significantly above the system average.

Throughout the year the student services team focussed on developing effective processes to track and follow up on student absences. During term 4 a system was introduced to monitor student attendance every lesson. An analysis of student attendance across the year did not provide any meaningful data or reveal significant trends. Historically, attendance at Lyneham High School has been marginally better than the system average and has followed system trends. A much more useful exercise would be to examine qualitative data related to specific students.

In 2012 it is important that the school continue to promote student safety and well-being, further embed restorative practices and carefully track, monitor and address any concerns with student absences and keep parents well informed of our initiatives and successes in ensuring student safety and well-being.
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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $514.

Voluntary contributions

This school received $73137.09 in voluntary contributions in 2011. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2011.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
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</thead>
<tbody>
<tr>
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<td>December 2012</td>
</tr>
<tr>
<td>Photocopiers 2013</td>
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<td>December 2012</td>
</tr>
<tr>
<td>Furniture</td>
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<td></td>
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<tr>
<td>School Signs</td>
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<td>2012</td>
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<tr>
<td>Chairs for Hall</td>
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<table>
<thead>
<tr>
<th>Financial Summary</th>
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<tbody>
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<tr>
<td>INCOME</td>
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<td>Proceeds from sale of assets</td>
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<td>Bank Interest</td>
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<td>Communication</td>
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<td>Assets</td>
</tr>
<tr>
<td>Leases</td>
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<tr>
<td>General office expenditure</td>
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<tr>
<td>Educational</td>
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<tr>
<td>Subject consumables</td>
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<tr>
<td>TOTAL EXPENDITURE</td>
</tr>
<tr>
<td>OPERATING RESULT</td>
</tr>
<tr>
<td>Actual Accumulated Funds</td>
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<tr>
<td>Outstanding commitments (minus)</td>
</tr>
<tr>
<td>BALANCE</td>
</tr>
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Endorsement Page

I declare that the Lyneham 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 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: Steve Sant, Damien McGrath, Martina Fechner
Community Representative: Jill Bailey
Teacher Representative: Lara Croucher, Luke Williams
Student Representative: Damien Muckle, Abby Nelson
Board Chair: Damien Muckle
Principal: Colleen Matheson

Board Chair Signature: __________________________ Date: 21/3/12
Principal Signature: __________________________ Date: 22/3/12

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Anne Huard
Signature: __________________________ Date: 26/3/12