
narrabundah college
canberra

Narrabundah College

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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School Board Chair Report

2016 was another very successful year for Narrabundah College.

We can see by the number of enrolment applications received each year that Narrabundah College remains the college of choice for many students across Canberra. The College is extremely lucky to have the leadership of Kerrie Grundy as Principal because she is tireless in her commitment to the constant improvement of the College and the welfare of its students. The teaching staff are exceptional and the College offers a rich variety of sporting, social, charitable, musical, theatrical and artistic events that run alongside its strenuous academic calendar.

During 2016 the Board considered a great variety of issues. A constant theme was how well the College was managing its finances and how it could do more with less. In 2015 the College, following extensive consultation with the College community, trialled GAFE (Google Applications for Education) as the online learning platform to serve our community in the digital age. Following the successful trial, GAFE was introduced more widely in 2016. This tool has proved very effective for students to manage their work including when there are short term teacher absences. The student community are extremely supportive of this initiative and it is working very well indeed.

Other issues that were discussed included the usual issues around the College's administration, the curriculum, planned excursions, student suggestions for extra-curricular activities to be hosted by the College and suggestions for improvements for the College. The canteen area was renovated, parts of the school were painted, new computers were purchased and a discussion begun about building a purpose built theatre for the College.

Enrolments continue to grow and the College finds itself at full capacity.

Board members celebrated the outstanding results of the College's Year 12 students again in 2016. Of the 487 students who gained a Year 12 Certificate, 421 of these gained an ATAR. Thirty of our students (including 7 French Baccaauréat students) gained an ATAR over 99. These are outstanding results and the College continues to be very proud of its reputation for academic excellence.

On a personal note, I can also say that the College supports every one of its students, including those with disabilities, to be the best they can be and is committed to involving those students in all aspects of the College's diverse life. I will always be grateful that my son had the opportunity to finish his schooling in this place.

Denise Saunders

Context

Narrabundah College is a large and vibrant government co-educational college nestled in beautiful grounds located near the parliamentary triangle. The college has over 985 students in years 11 and 12, and offers a challenging curriculum in a caring environment to meet the needs of students in a globalised world. Indeed Narrabundah College has an international atmosphere with over 30% of our students born overseas.

The college's diverse curriculum includes nine languages offered at Beginning, Continuing and Advanced levels. In 2016 the languages offered were: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish with over 600 students studying a second language.

In addition to the ACT Year 12 Certificate, the college offers the International Baccalaureate (IB) Diploma and the French Baccalauréat. Narrabundah College was the first school in Australasia to deliver the IB program and it has been delivering this curriculum successfully for over 30 years. The college is a Registered Training Organisation and delivers nationally recognised vocational education and training qualifications in business, ICT, fashion design and media.

The college has maintained a tradition of success and offers a broad and academically rigorous curriculum that is carefully designed to enhance students' skills in research, critical thinking, communication and self-management in a focused and supportive environment. Study Hub was introduced in 2013: this resource continues to be accessed by large numbers of students to improve their study skills and support their learning.

Narrabundah College challenges national trends in Maths, Science and Languages in that we continue to have significant numbers of students studying these subjects. We ran 10 classes in both years 11 and 12 for students studying Specialist Options and/or Core Maths (the highest levels in Maths); 9 classes of Physics and 13 classes of Chemistry over the 2 years and a further 398 students study Biology, Human Biology and the Exercise Sciences. Over 600 students study a second language.

In 2016, 64 year 11 students were offered places at ANU Extension and 51 year 12 students completed their chosen course.

Further, in our environment, students are also encouraged to become significant contributors to society and take up challenges in areas such as: leadership, supporting charities, managing and improving the environment, value adding to the local community, participating in sports and much more.

Narrabundah College recognises the special needs of students in the challenging senior secondary years and we continue to provide a safe, supportive and caring environment that fosters each student's personal growth. Our well-resourced Student Services Team advises students on course and careers counselling as well as monitoring and supporting students in their welfare, academic progress and student pathways planning during their two years at this college.

In 2016, the college continued to strengthen and promote the strong partnerships with our parents/carers and the community. For example: The Parent/Student/Teacher year 11 interviews are now embedded in our calendar to take place in December each year.

The P & C ran another very successful Trivia Night and fund raising Sausage Sizzle at Bunnings both of which were very well supported by our community.

Student Information

Student enrolment

In 2016 there were a total of 973 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	417
Female	556
Indigenous	7
LBOTE	473

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
11	94.0
12	91.0

Source: Planning and Analytics, December 2016

Attendance at the college is consistently monitored, with rolls marked every lesson and electronic roll updated weekly. The Student Services Team, in collaboration with classroom teachers, case-manage attendance issues, working closely with our students and their families.

Staff Information

Teacher qualifications

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

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	89

Source: Teacher Quality Institute, 16 December 2016

All teachers have attained postgraduate qualifications and a number of our staff have attained PhDs in their subject areas or related areas.

Workforce composition

The 2016 workforce composition of Narrabundah College is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	74
Teaching Staff: Full Time Equivalent	66.8
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	11.8

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

There is one indigenous staff member at this school.

Volunteers

Volunteers make a significant contribution to enriching our extensive curriculum. In 2016, volunteers donated considerable hours to assist the college with the delivery of languages and particularly guest speakers in such faculties as: English, Humanities, Science and Theory of Knowledge.

The estimated number of hours in which volunteers have worked in the school during 2016 was 1500.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Narrabundah College will be reviewed in 2020. A copy of the most recent validation report can be found on the school website.

School Satisfaction

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

Overall Satisfaction

In 2016, 85% of parents and carers, 91% of staff, and 88% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 78 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	97
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	95
This school is well maintained.	50
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	87
Students like being at this school.	94
This school looks for ways to improve.	77
This school takes staff opinions seriously.	59
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	85
This school works with parents to support students' learning.	74
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	63

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 187 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	82
This school is well maintained.	80
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	79
My child likes being at this school.	92
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	67
Teachers at this school motivate my child to learn.	74
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	70

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 756 students who took part in the survey are tabled below.

Table: Proportion of students in years 11 and 12 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	87
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	77
My school is well maintained.	72
I feel safe at my school.	89
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	72
I like being at my school.	72
My school looks for ways to improve.	66
My school takes students' opinions seriously.	61
My teachers motivate me to learn.	67
My school gives me opportunities to do interesting things.	76

Source: 2016 School Satisfaction Surveys, August/September 2016

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

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

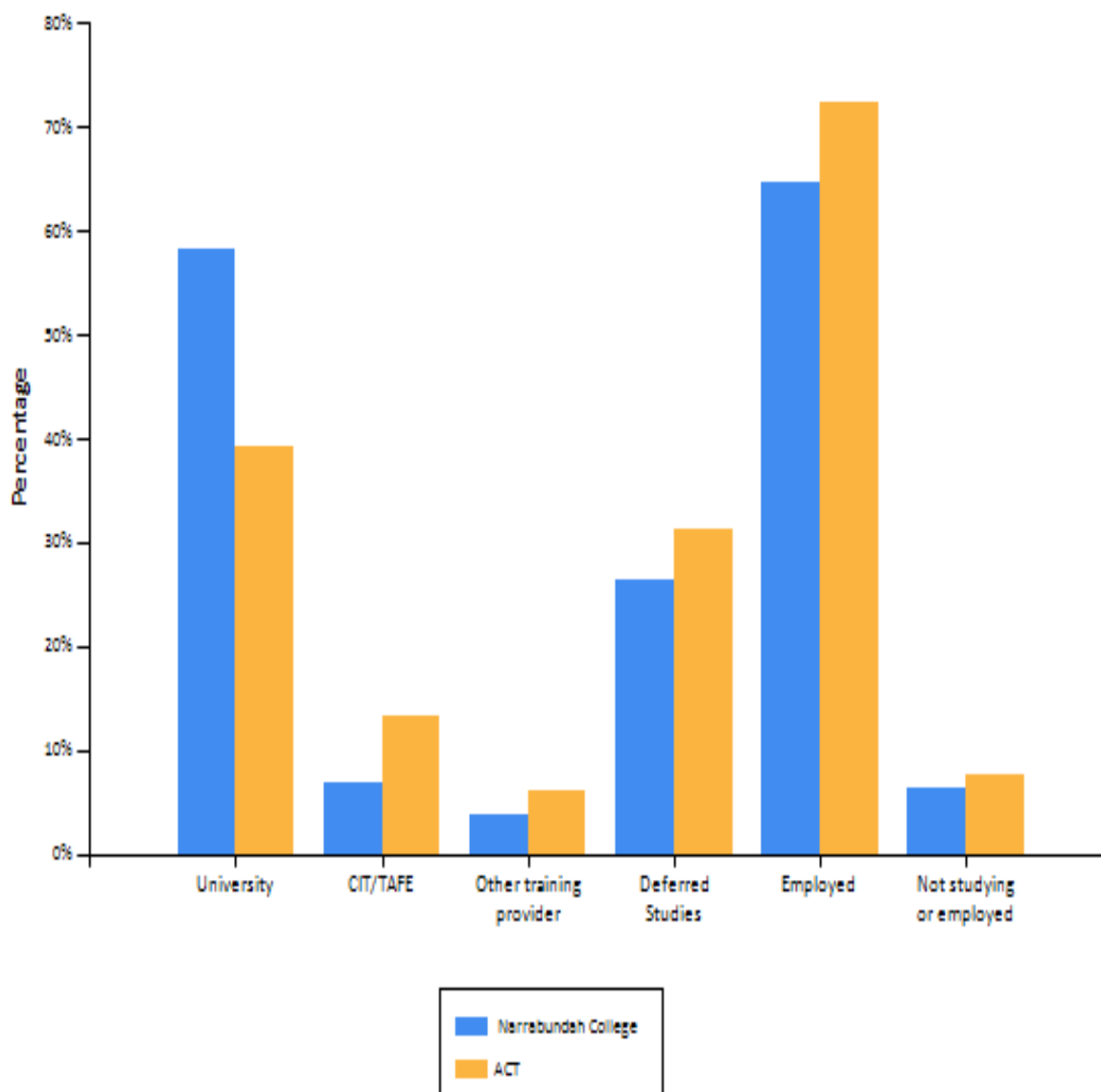
Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving a Year 12 Certificate and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

Table: Year 12 Outcomes for Students

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	98.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	98.00
Percentage of year 12 students receiving an ATAR	84.00

Source: Board of Senior Secondary Studies 2016



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	58.1	6.8	3.8	26.4	64.5	6.4
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

Source Board of Senior Secondary Studies

In 2016, Narrabundah excelled in an impressive range of academic, vocational and community activities such as leadership, fund raising, sport and links with local schools.

The following results include data from all our students' results achieved in the ACT system, the International Baccalaureate and the French Baccalauréat:

- 3 duxes attained 99.9
- 30 students attained an ATAR over 99

- 101 attained an ATAR over 95
- 166 students over 90
- 277 attained an ATAR over 80
- 363 students attained an ATAR over 65
- The top IB score of 40 equalled an ATAR of 98.3
- The average IB score of 32 equated to an ATAR of 89.30. IB World Median:29 = ATAR 82.30
- 17 French Bac students attained an ATAR; 7 of whom attained an ATAR equivalent of 99+
- 421 students attained an ATAR
- 51 ANU Extension students completed a first unit which counted towards an undergraduate degree at ANU.
- 54 students gained nationally recognised Vocational Certificates and 113 attained Vocational Certificates of Attainment.
- The above results include the French Bac results.

Performance in other areas of the curriculum

- Two students were members of the winning team at the Geography Olympiad in China and one of our students was first in the world.
- Students were invited to participate in the National Maths Summer School.
- A year 11 student won a scholarship to attend the World Wide Developers' Conference run by APPLE.
- Once again a year 12 student was selected from several thousand from around Australia to be one of 120 delegates to take part in the National Schools' Constitutional Convention.
- A year 12 student won the National Class Clowns Competition.
- The Dux of IB won a place the University College of London to study medicine.
- One student was invited to attend the UBS Finance Academy at Macquarie Uni & three students were selected to attend the UBS Women's Leadership Academy at Sydney Uni.
- Our students continued to have significant success in language competitions.
- A student won a gold medal in the Junior division of the Madrid Junior Championships in an International Martial Arts Competition.
- 17 students performed in the ACT Junior Concert Band, Percussion Ensemble, Flute Ensemble and the Senior concert Band.
- Our students, under the Curriculum of Giving Framework, continued to make considerable contributions to diverse charities and community organisations to make a difference to our world.

Progress Against School Priorities in 2016

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

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

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

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

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

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the School Board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary

INCOME	January to June	July to December	January to December
Self-management funds	622594.94	632968.93	1255563.87
Voluntary contributions	39690.00	47380.00	87070.00
Contributions & donations	5483.94	25941.27	31425.21
Subject contributions	88630.73	32395.74	121026.47
External income (including community use)	65338.25	19825.15	85163.40
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	11780.93	14894.46	26675.39
TOTAL INCOME	833518.79	773405.55	1606924.34
EXPENDITURE			
Utilities and general overheads	93843.98	151805.05	245649.03
Cleaning	111911.30	111643.48	223554.78
Security	13995.54	10683.25	24678.79
Maintenance	103227.10	31273.03	134500.13
Administration	28879.30	74413.83	103293.13
Staffing	151061.00	10878.00	161939.00
Communication	20947.45	3516.58	24464.03
Assets	38141.14	54181.55	92322.69
Leases	17751.81	3034.66	20786.47
General office expenditure	11112.78	11005.56	22118.34
Educational	154382.22	98435.80	252818.02
Subject consumables	9716.10	13693.00	23409.10
TOTAL EXPENDITURE	754969.72	574563.79	1329533.51
OPERATING RESULT	78549.07	198841.76	277390.83
Actual Accumulated Funds	439019.19	309091.19	389019.19
Outstanding commitments (minus)	-36314.26	0.00	-36314.26
BALANCE	481254.00	507932.95	630095.76

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$510.00.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
College Refurbishment	\$100,000.00	2018
IB 17 – to be spent on International Baccalaureate teacher PL, and all costs associated with this program.	\$109,081.00	2017

Endorsement Page

I declare that the Narrabundah College Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

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

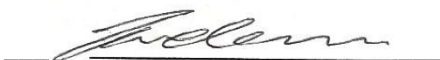
Members of the School Board

Parent Representative(s):	Ian Brown	Annalisa Millar	Denise Saunders
Community Representative(s):	David Learoyd		
Teacher Representative(s):	Jacqui Ockwell	Sam Townsend	
Student Representative(s):	Peter Alliot	Esther Suckling	
Board Chair:	Denise Saunders		
Principal:	Kerrie Grundy		

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

Principal Signature:  Date: 10 / 05 / 2017

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

Board Chair Signature:  Date: 12 / 05 / 2017