

@

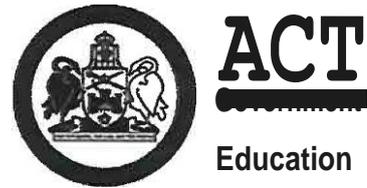
Erindale College

ERINDALE COLLEGE

Annual School Board Report
2018



This page is intentionally left blank.



This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2018

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community	1
Summary of School Board activity	1
School Context	1
Student Information	1..
Student enrolment	2..
Student attendance	2
Supporting attendance and managing non-attendance	2
Staff Information	3
Teacher qualifications	3
Workforce composition.....	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction.....	4
Learning and Assessment.....	6
Performance in Literacy and Numeracy	6
Early years assessment.....	6
NAPLAN.....	6
Outcomes for College Students.....	6
Post School Destination	6
Financial Summary.....	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

In 2018 the Board provided guidance to the college on a range of issues. The Board Chair was an integral member of the Joint Selection Committee in the appointment of the new principal for 2019 following the retirement of Michael Hall.

School Context

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex (EERC). This complex provides students with access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open during the day and evening all year round. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool and fully equipped gym.

The college adopts an academy structure in which curriculum and special programs are grouped. By belonging to an Academy, students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum in this area. College Link is based in Academies and is a fixed course for all students. In College Link, teachers aim to mentor, and coach students towards success.

We joined the Cambridge International Education family of schools in 2015 and through this partnership, we ensure academically gifted students have access to a rigorous world class curriculum. Students accessing this curriculum through expert teaching staff enjoy success and high levels of achievement within the top 2% of all students worldwide.

Our Talented Sports and Talented Dance programs continue to attract students with an interest in pursuing their chosen sport within an academically supportive environment. Several students have achieved success as individuals and within teams. In 2018 a second Learning Support Unit was added to the suite of offerings at Erindale College bringing the total number of classes to two. The Year 10 program continues to grow year by year offering an early transition to college for a selected group of students who apply into a specialist program and can demonstrate their preparedness for an early college entry.

The College was expertly guided by the relieving Principal, Gary Lawson as substantive principal, Michael Hall was seconded into a different position for the year. The commencement of the 2019 school year will welcome a new principal to the college as we farewell Michael Hall into retirement following his twelve year leadership of Erindale College.

Student Information

Student enrolment

In 2018 there were a total of 493 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	243
Female	250
Aboriginal and Torres Strait Islander	43
LBOTE*	82

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
9	79.0
10	89.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

** *Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.*

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	34.90
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	12.16

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 89% of parents and carers, 95% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 43 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	88
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	93
This school is well maintained.	86
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	86
Students like being at this school.	95
This school looks for ways to improve.	93
This school takes staff opinions seriously.	77
Teachers at this school motivate students to learn.	88
Students' learning needs are being met at this school.	81
This school works with parents to support students' learning.	90
Staff get quality feedback on their performance	64
Staff are well supported at this school.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 84 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	95
Teachers give useful feedback.	86
Teachers at this school treat students fairly.	88
This school is well maintained.	90
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	78
My child likes being at this school.	92
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	81

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 222 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 10 to 12 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	87
Teachers give useful feedback.	71
Teachers at my school treat students fairly.	75
My school is well maintained.	80
I feel safe at this school.	82
I can talk to my teachers about my concerns.	73
Student behaviour is well managed at my school.	65
I like being at my school.	74
My school looks for ways to improve.	78
Staff take students' opinions seriously.	78
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	77

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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 an ACT Senior Secondary Certificate (ACT SSC) 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 by percentage

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	84.0
Receiving an ACT Senior Secondary Certificate	83.6
Receiving an ATAR	24.4

Source: Board of Senior Secondary Studies 2018

Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in 2018. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Comparison of post school destinations for students in 2018 by percentage

Outcome	College	ACT
University	15.2	41.1
CIT/TAFE	20.2	12.7
Other training provider	9.1	5.3
Deferred Studies	30.9	31.0
Em ployed	89.9	74.9
Not studying or employed	5.1	6.6

Source: Planning and Analytics

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	489961.20	555539.37	1045500.57
Voluntary contributions	2778.00	15870.00	18648.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	30622.20	35919.71	66541.91
External income (including community use)	0.00	0.00	0.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5504.46	7313.47	12817.93
TOTAL INCOME	528865.86	614642.55	1143508.41
EXPENDITURE			
Utilities and general overheads	143877.20	132950.85	276828.05
Cleaning	87277.38	93357.14	180634.52
Security	500.00	0.00	500.00
Maintenance	66576.02	56670.52	123246.54
Administration	10868.89	14720.37	25589.26
Staffing	5000.00	0.00	5000.00
Communication	10625.47	22336.53	32962.00
Assets	2351.71	361.82	2713.53
Leases	8855.00	12608.61	21463.61
General office expenditure	26704.94	30265.54	56970.48
Educational	46668.70	25239.43	71908.13
Subject consumables	11996.52	16776.59	28773.11
TOTAL EXPENDITURE	421301.83	405287.40	826589.23
OPERATING RESULT	107564.03	209355.15	316919.18
Actual Accumulated Funds	499515.99	625347.65	625347.65
Outstanding commitments (minus)	-328.00	0.00	-328.00
BALANCE	606752.02	834702.80	941938.83

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 2018.

Reserves

The college does not hold funds in reserve.

Endorsement Page

Members of the School Board

Parent Representative(s): Nicole Smith

Community Representative(s): Chris Hanger Paul Styles Sarah Fowler

Teacher Representative(s): Carley Love, Renee Couto.

Student Representative(s): Nathan Foley Sarah Ridjic

Board Chair: Paul Styles

Principal: Gary Lawson

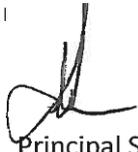
I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.



Board Chair Signature: Paul Styles

Date: 03/07/2019

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



Principal Signature: Gary Lawson

Date: 03/07/2019