



**gungahlin**  
**COLLEGE**  
connect learn achieve

# Gungahlin College

## Board Report

### 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 'Leading the Nation'. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



**ACT**  
Government

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Education

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

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## School Board Chair Report

I've had the pleasure of being the Chair of the Gungahlin College Board during 2015-16. Along with my fellow Board members, Inge Saris, Steve Lindner, Murali Reddy, Sreenatha G. Anavatti, Stuart Skellams, Bailey Lutton, Aine Keegan, David Baker and Gai Beecher, I am delighted to present to the community our Annual Board Report.

Gungahlin College is a young College and yet our academic, vocational training, sporting and social achievements reflect what one would expect from a College with a much longer history. Further, creating a strong student culture in an institution that has only two years to mould its students is a challenge and yet what we present in this report indicates that we have a strong school culture that demands excellence from both students and staff, along with a good dose of humour and enjoyment.

Our successes do not mean that we can rest on our laurels. We have the continuing challenge of handing the rapid expansion of the College within the Gungahlin community which itself is growing at the fastest pace of all communities in Canberra. We need to manage our funds within a financially constrained environment — especially given the uncertainty of Federal funding for the Gonski reforms. We need to develop and support all our teachers, old hands and new teachers alike, as well as our administrative staff to ensure that they have a rigorous and fulfilling career with us. We need to juggle the competing demands placed on educational institutions by society. Do we simply teach our students the three 'Rs' or do we exist to create well-rounded individuals who are capable of excelling in a modern, fast-paced and complex world?

Our College has been admirably developed under the guidance of Gai Beecher for many years and the Board was saddened for the College but delighted for the ACT Public Education system that Gai has taken up a new role at Amaroo School, leaving the College in the highly competent hands of John Alston-Campbell while a new principal is chosen.

The Board looks forward to continuing great results from the College.

David Vernon

Gungahlin College Board Chair (Mar 2015–Mar 2016)

## Introduction to School

2015 was the fifth year of the College and the fourth graduating cohort of students. The College has grown in size exponentially reaching its capacity in four years. Gungahlin College now operates an extended timetable including classes for students running on a Wednesday night to 8.00pm.

Gungahlin College underwent External Validation this year, with an external panel validating the College achievements against the College four year plan 2012–2015.

## Student enrolment

In 2015 there were a total of 954 students enrolled at the College.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of students
Male	451
Female	503
Indigenous	21
LBOTE	290

Source: Planning and Performance, December 2015

## Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of College days attended by students in each year level at the College. Student attendance is measured over two terms; that is from the first day of the College year for students in term one to the last day of term two.

*Table: 2015 Attendance rates in percentages*

Year level	Attendance rate %
10	91.0
11	90.0
12	85.0

Source: Planning and Performance, December 2015

The College utilises an SMS/email messaging service to parents for students with unexplained absences. Students are provided with a weekly absence summary every Tuesday to assist with the explanation of absences in the previous week.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015. The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	79

Source: Teacher Quality Institute, 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

## Workforce Composition

In 2015 the workforce composition of the College is highlighted in the following table. The data is taken from the College's verified August staffing report. For reporting purposes it includes all staff, 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: 2015 Workforce Composition Numbers*

Staff employment category	Total
Teaching staff : head count	72
Teaching staff : full time equivalent permanent	66.5
Teaching staff : full time equivalent temporary	1
Non-teaching staff : head count	20
Non-teaching staff : full time equivalent	16.9

Source: Workforce Management, August census 2015

There are no self-identified indigenous staff at this school.

## Volunteers

The College Parents and Citizens (P&C) has initiated a second hand uniform pool as well as hosted Parent Information Forums. It is estimated that volunteers have worked in the College during 2015 for 140 hours.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the College's Plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The College was validated in 2015. A copy of the validation report can be found on the College website.

## 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 August/September 2015 the College undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students, took part in an online survey.

### Overall Satisfaction

In 2015, 85% of parents and carers, 97% of staff, and 84% of students at the College indicated they were satisfied with the education provided by the College.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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 the College.

The results for the 66 staff members who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	98
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	91
Students like being at this school.	95
This school looks for ways to improve.	97
This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	84
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	82

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 177 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	93
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	86
This school is well maintained.	96
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	78
My child likes being at this school.	87
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	77
My child is making good progress at this school.	74
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	75

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 310 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	78
Teachers at my school treat students fairly.	81
My school is well maintained.	78
I feel safe at my school.	83
I can talk to my teachers about my concerns.	76
Student behaviour is well managed at my school.	73
I like being at my school.	78
My school looks for ways to improve.	78
My school takes students' opinions seriously.	72
My teachers motivate me to learn.	77
My school gives me opportunities to do interesting things.	81

Source: 2015 School Satisfaction Surveys, August/September 2015

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 College performance contributed to the evaluation of our College plan and the development of annual operating plans. The College plan is available on the College 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 College. 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	90.59
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	90.80
Percentage of year 12 students receiving an ATAR	39.06

Source: Board of Senior Secondary Studies

### ATAR Information

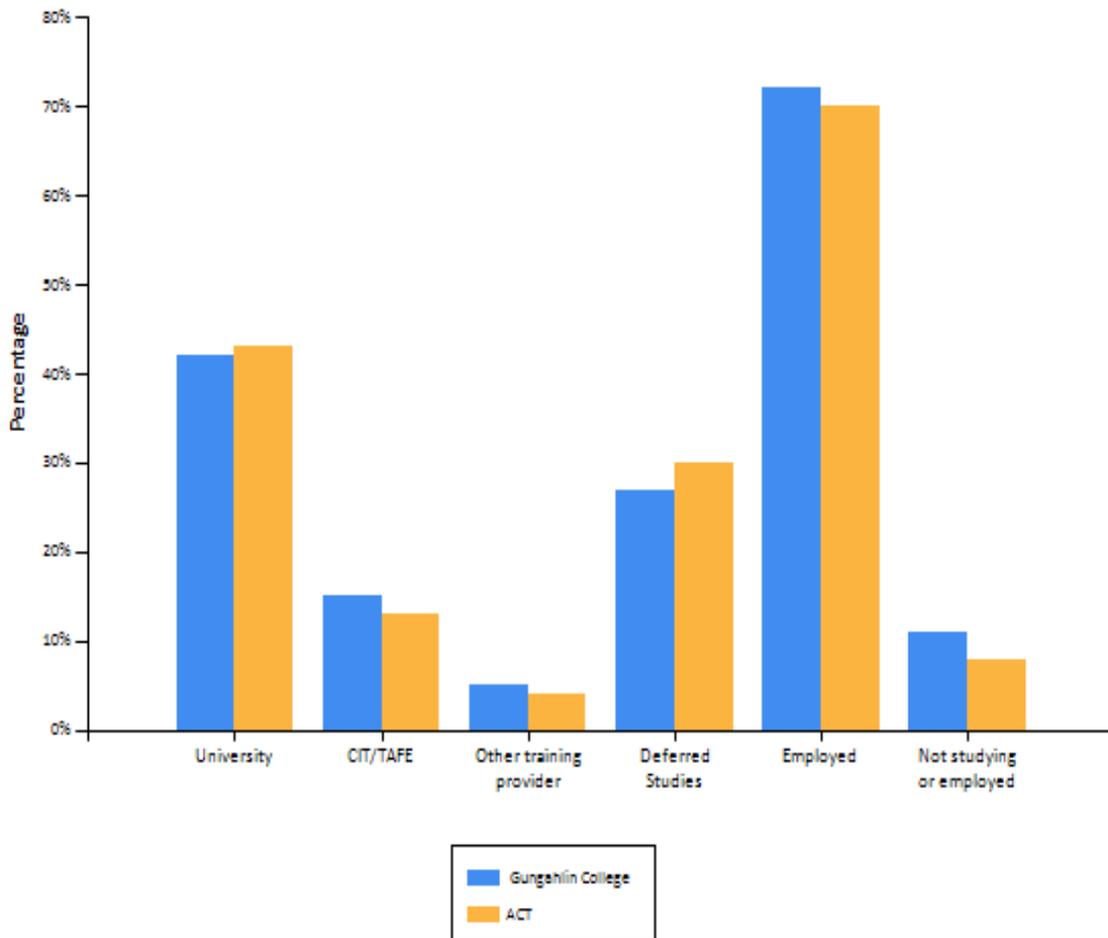
Top ATAR	99.8
Median ATAR	78.1
Students whose ATAR is $\geq 90$	44 (23%)
Students whose ATAR is $\geq 65$	142 (74%)

### Australian School Based Apprenticeships

with school as Registered Training Organisation (RTO)	12
with external RTO implied through recognition	71

### Post school destination

The following graph shows the post school destination of College students who were awarded a Year 12 Certificate in 2015. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

*Table: Year 12 Outcomes for Students*

System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	42.0	15.0	5.0	27.0	72.0	11.0
ACT (%)	43.0	13.0	4.0	30.0	70.0	8.0

Source: Planning and Performance Data, 2015

## Progress against School Priorities in 2015

### Methodology in evaluating progress

The entire College staff were involved in the self-evaluation process as part of the External Validation process. Staff provided feedback against the nine domains of the *National School Improvement Tool* (NSIT). The school Leadership Team completed the analysis of School Satisfaction Survey Data received from parents, students and staff. Teachers of Vocational Education and Training (VET) courses completed the analysis of outcomes for students

completing Vocational courses. The newly revised Connect program was evaluated by staff and students on a term by term basis, to ensure it was meeting student needs.

2015 was the most successful year in the history of the college in regard to achievements and outcomes for students:

- External Validation – The College received an exceptional External Validation Report from the validating panel. Our staff were commended for outstanding achievement in setting best practice benchmarks in Connect (our pastoral care program) and using data to monitor student progress. Diane Joseph (Director General) congratulated the College on our outstanding validation report of all nine government colleges validated this year.
- Gungahlin College was named VET School of the year at the 2015 ACT Training Awards, for providing outstanding opportunities for students in Vocational Education courses.
- The college received its best academic results to date
  - Top ATAR 99.8
  - Median ATAR 78.1
  - 96% of students have achieved an ATAR to gain direct entry into a local university
  - 5 students received an ATAR above 99
  - 44 students received an ATAR above 90

**Strategic Priority 1: Build and further develop productive student relationships and engagement with learning.**

**Targets**

By the end of 2015:

- achieve a two percentage point increase in student satisfaction survey related to the question 'I enjoy learning at this College' (75% in 2014)

This result was 78% in 2015 – an increase of three points from 2014

- achieve a two percentage point increase in student satisfaction survey related to the question 'Overall I am satisfied that I am getting a good education at this College' (82% in 2014)

This result was 84% in 2015 – an increase of two points from 2014

- achieve a two percentage point increase in student satisfaction survey related to the question 'Does the school have effective processes and practices to enable students to be engaged in and take responsibility for their learning' (87% in 2014)

This result was 91% in 2015 – an increase of four points from 2014

- Increase the percentage of year 12 students receiving a Year 12 Certificate (91% in 2014)

This result was 94% in 2015 – an increase of three points from 2014

- Increase the percentage of year 12 students receiving an ATAR above 65 (74% in 2014)

This result was 74% in 2015 – the same as 2014

- Increase the percentage of year 12 indigenous students receiving a Year 12 Certificate (66% in 2014)

This result was 90% in 2015 - an increase of 24 points from 2014

### Progress

- All students participated in Connect Enrichment Activates (CEAs) that became part of the new Connect program in 2015. The CEA's operated each Friday in term 2 and 3. Year 11 and Year 12 tertiary students completed a one term AST preparation program as part of the CEA program
- The C program was successfully introduced for Year 11 and Year 12 who were students at risk of remaining engaged at school. Four Year 12 students graduated with a Year 12 Senior Secondary Certificate
- The B program was successfully introduced for students who required additional support to complete their units of study, to avoid a V grade. Data is to be gathered each semester to determine the level of success.
- Significant support was provided to ATSI students in 2015, resulting in nine out of the ten year 12 ATSI students graduating with a Year 12 Senior Secondary Certificate. Two year 12 students received Australian Public Service Scholarships and two Year 11 students received Indigenous Health Scholarships.
- Improvements in quality teaching were measured through the Student Voice project, undertaken by 13 teachers and their classes over a semester.
- The College continues to lead the way in innovative teaching by presenting the student *Artpreneurs* program at the Australian Institute for Teaching and School Leadership (AITSL) showcase in May of 2015.

*External Validation Commendations by the panel*

*Gungahlin College is commended for the following:*

- **Outstanding commitment to student well-being.** *The College commitment to student well-being through the exceptional resourcing of the Connect Program has enabled an unprecedented delivery of pastoral care in a public college setting.*
- **High Quality Differentiated Teaching and Learning programs.** *The establishment of targeted and individualised programs such as AST Preparation, Transitions, Year 10 SMART, Gungahlin College Selective and Student Support (Study Support and the A, B, C and D Programs) has led to the College's capacity to meet the needs of a diverse group of students.*

## **Strategic Priority 2: Foster further innovation in curriculum delivery and structure**

### **Targets**

By the end of 2015 :

- Achieve a 2 percentage point increase in satisfaction survey related to the question 'I was encouraged to see information from different points of view or to try different ways of doing things' (77% in 2014)

This result was 91% in 2015 – an increase of 14 points from 2014

- Achieve an increase in the number of assessment items identified as best practice at BSSS Moderation day (nine identified in 2014)

In 2015, 12 Moderation Day portfolios were identified as best practice. Ten courses at Moderation Day 1 and 12 courses at Moderation Day 2

### **Progress**

- Students and staff embraced the College Bring Your Own Device (BYOD) policy. Students without their own computers could borrow one on long term loan from the library. BYOD enabled teachers and students to enhance the teaching and learning experience.
- The College timetable was an outstanding success, providing flexibility to both teachers and students. Students can 'build their own timetable' to suit their life and learning styles. Thirteen classes were offered on a Wednesday in one block of time from 4.45-8.00pm. Students who elected to undertake one of these classes then have one less class on the daytime timetable. Staff were also able to select when they wanted to teach which also provided flexibility to staff attendance hours. In Semester 2 an additional class was added to the Wednesday night program. It is expected that as the College continues to grow, so will the Night College program.

*External Validation Commendations by the panel*

*Gungahlin College is commended for the following:*

- **Development of a positive learning culture.** *The principal and the leadership team have displayed an inspirational and resilient leadership, establishing a strong and driving culture of innovation, flexibility and adaptability over four years.*
- **Flexible and innovative practices.** *Gungahlin College has managed to establish itself as a fully functioning school, modelling best and innovative practice in many areas, in a context of rapid growth in student and teacher population.*
- **Exemplary use of school resources (both human and physical).** *The innovative approach to the college timetable and the inclusion of the successful Night College has allowed the physical resources of the school to be maximised to cater for the expanding student and staff population. It has also provided the college the ability to differentiate college programs more effectively making it easier for students to combine part-time work with study, as well as providing students greater access to support outside of scheduled class time.*

**Strategic Priority 3: Realise the potential of College resources**

**Targets**

By the end of 2015:

- 100% of Professional pathways goals met by staff  
This result was 100% in 2015
- 100% of students connected to Schoology (now that cLc has been phased out)  
This result was 100% in 2015
- 100% of staff using Schoology with their classes  
This result was 100% in 2015

**Progress**

- All staff continued working collaboratively through Professional Learning Teams (PLTs). In 2015 PLT focus was on improving outcomes for students and building staff capacity:
  - Use of data to monitor student progress in all courses
  - Improving outcomes for students undertaking vocational courses
  - Innovative teaching and learning including flipped teaching model

- Student Voice program – where students provided feedback to their teachers on preferred learning styles and improving teacher delivery
- Significant work was undertaken by Maths, English and History faculties to trial and implement the Australian Curriculum. This included developing new assessment items and rubrics.

Following staff consultation and evaluation it has been decided that the 2016 focus will be:

- Lesson observations using the Quality Teaching Model
- New teacher mentor program
- Teacher Action research
- All staff and students are confidently using Schoology as the main platform for unit outlines, class notes and electronic submission of all assessment items. This year 'Turn It In' was added to the Schoology platform, to inform students of highlighted plagiarised sections prior to assignment submission.

*External Validation Commendations by the panel*

*Gungahlin College is commended for the following:*

- ***Exemplary practice in providing Vocational Education and Training.*** *The College's significant growth over time in the proportions of students achieving nationally recognised VET certificates is testament to a school with a profound commitment to enhancing the qualifications of its students.*
- ***Data driven approach to providing appropriate course selection advice.*** *The development of the school-wide process that collects NAPLAN data for incoming students, and putting in place a range of diagnostic testing to create learner profiles that guide appropriate course selection counselling has resulted in improved course completion rates for students.*

## Financial Summary

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

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	530 989.37	527 129.26	1 058 118.63
Voluntary contributions	27 455.00	19 140.00	46 595.00
Contributions and donations	13 755.00	19 221.80	32 976.80
Subject contributions	11 315.00	15 778.42	27 093.42
External income (including community use)	49 151.13	78 322.24	127 473.37
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	12 795.00	17 390.03	30 185.03
<b>TOTAL INCOME</b>	<b>645 460.50</b>	<b>676 981.75</b>	<b>1 322 442.25</b>
EXPENDITURE			
Utilities and general overheads	70 727.99	126 498.80	197 226.79
Cleaning	115 473.85	115 291.29	230 765.14
Security	3374.42	395.45	3769.87
Maintenance	111 702.79	121 117.40	232 820.19
Administration	12 596.37	19 363.30	31 959.67
Staffing	0.00	0.00	0.00
Communication	6262.04	11 197.65	17 459.69
Assets	8889.91	9791.66	18 681.57
Leases	15 354.64	14 497.83	29 852.47
General office expenditure	47 147.87	53 199.05	100 346.92
Educational	78 222.39	75 107.89	153 330.28
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>469 752.27</b>	<b>546 460.32</b>	<b>1 016 212.59</b>
<b>OPERATING RESULT</b>	<b>175 708.23</b>	<b>130 521.43</b>	<b>306 229.66</b>
<b>Actual</b> Accumulated Funds	407 090.23	300 185.50	380 394.60
Outstanding commitments (minus)	-20 250.00	0.00	-20 250.00
<b>BALANCE</b>	<b>562 548.46</b>	<b>430 706.93</b>	<b>666 374.26</b>

**Professional learning**

The average expenditure at the College level per fulltime equivalent teacher on professional learning was \$809.30

**Voluntary contributions**

These funds listed were used to support the general operations of the College. The spending of voluntary contributions is in line with the approved budget for 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Computers to help fund replacement of End of Service devices	30 000	Dec 2017
Artificial turf to replace grassed area on kick around field	69 125	Dec 2016

## Endorsement Page

I declare that the Gungahlin College 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-
- The member is absent from three consecutive meetings of the board without reasonable excuse or leave given by the board or
  - 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-
- be present when the board considers the issue or
  - 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

<b>Parent Representative:</b>	David Vernon, Inge Saris, Steve Lindner
<b>Community Representative</b>	Murali Reddy, Sreenatha G. Anavatti
<b>Teacher Representative</b>	Aine Keegan, David Baker,
<b>Student Representative:</b>	Stuart Skellams, Bailey Lutton
<b>Board Chair:</b>	David Vernon
<b>Principal:</b>	John Alston-Campbell

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 College's operations in 2015.

**Principal Signature:**



**Date: 30/3/2016**

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

**Board Chair Signature:**



**Date: 30/3/2016**