



Lake Tuggeranong College

Annual School Board Report 2016



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Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	4
Teacher qualifications	4
Workforce composition	4
Volunteers	5
School Review and Development	5
School Satisfaction	6
Overall Satisfaction	6
Student satisfaction with their learning programs	8
Student transition:	8
Teacher reflection on their practice	9
Learning and Assessment	10
Outcomes for College Students	10
Course scores	11
Grade distribution	11
Engagement, retention and completion	12
Post School Destination	15
Performance in Other Areas of the Curriculum	16
Progress Against School Priorities in 2016	18
Financial Summary	19
Professional Learning	20
Voluntary Contributions	20
Reserves	20
Endorsement Page	21
Members of the School Board	21

School Board Chair Report

2016 was an exciting year for the college, being the first year of its new strategic plan. This gave the college a chance to put into place many of the things that it had been discussing in the lead up year, 2015. From my perspective, both as Board Chair and a Year 12 student at the college in 2016, the results of various initiatives have been both visible and tangible.

2016 was the year when the college really signalled its commitment to student wellbeing – through the positive psychology frame – and students have benefited greatly from this commitment. This report will describe many of the ways this was implemented. It was also the year when the college made significant steps to developing virtual classrooms through the Google Classroom platform. Teachers shifted their focus from being engagement in improvement projects (via the Professional Engagement Teams) to being engaged as collaborators in Professional Learning Communities (PLCs). The college continued its leading-edge work with Erindale College and feeder high schools in being the flagship school-based Registered Training Organisation (RTO) and moving into strategic partnerships with other providers to ensure a dynamic vocational education curriculum for our students.

The Board's main work in 2016 centred on supporting the Principal and school leadership team to guide the implementation of the new school plan. This involved providing input into the purchasing of new student amenities and resources for the Learning Support Unit, supporting the adoption of new courses and providing commentary on recognition of excellence programs for staff.

Being a student and the Board Chair has given me insight into leadership and advocacy that will continue to support my career once I leave college. I strongly urge other students to take up this wonderful opportunity of really getting connected to their school.

I am proud to present the Board's report for 2016.

Ms Kate Sankey

Board Chair

Context

Lake Tuggeranong College caters for Years 11 and 12 students. It also hosts a small system-sponsored unit, Connect 10, for disengaged southside students in Years 9 and 10. Specifically, the college draws from suburbs in the southern and eastern areas of the Tuggeranong Valley. The feeder high schools are Calwell High School, Lanyon High School and Namadgi School.

In 2016, the student enrolment profile continued pointing to sound community support for the college and its programs: MAZE data suggests significant proportions of students move back to their Priority Enrolment Area (PEA) public college, having undertaken Years 7-10 at schools beyond the Tuggeranong Valley (in 2016, 66 percent of year 11 enrolments were from non-feeder high schools); and a significant proportion of all enrolments come from outside the PEA (in 2016, 36 percent of year 11 enrolments were from outside the PEA). The college continues to refine responses to this situation, including how best to support transitions to year 11 for students coming from non-government school settings – approximately one-third of all enrolments.

Continuing a trend evident over the past five years, the number of students on Individual Learning Plans (ILPs) has continued to grow and reached 30 in 2016 – up from 22 in 2015. This figure includes the seven students in the Learning Support Unit. Parallel with this increase is a rapidly growing number of students

requiring considerable adjustments to their learning program for retention and success at college. In 2016, almost 80 students regularly presented to our resources room – a dedicated support suite where they can access learning support assistants and teachers specifically to address their learning needs. Of those 80 students, 50 benefited from individual learner profiles being developed, as a result of diagnostic and observational data-gathering at the start of the year.

The college has a relatively small student population identifying as Aboriginal and Torres Strait Islander. The college is grappling with effective strategies to increase retention and achievement rates for this student group.

The proportion of students from language backgrounds other than English is moderate; and over the past five years, the International Private Students (IPS) program has grown steadily from 28 to 50. This circumstance has greatly enriched the cultural diversity within the school.

Student Information

Student enrolment

In 2016 there were a total of 768 students enrolled at this school, equally split between years 11 and 12. This figure represents an overall decrease on 2015 levels of approximately 50 students.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	382
Female	386
Indigenous	28
LBOTE	122

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 %
10	74.0
11	84.0
12	84.0

Source: Planning and Analytics, December 2016

2016 attendance rates reflect a two percent reduction on the rates of 2015. A review of attendance rates was conducted at the end of 2016, and the team identified three potential contributing factors. The prime contributor was deemed to be the removal of weekly sessions where groups of 16-18 students would meet with a teacher to discuss attendance and other matters. Instead, a small team of student wellbeing

coordinators attempted to do the follow up on student absences. As a result of feedback (including the attendance data), the college has decided to reinstate those weekly check-in points for 2017.

The college also moved across to a Google-based communication strategy for information-sharing with students: again, this was identified as slightly less effective than the face-to-face sessions with a pastoral care teacher.

The third contributing factor was a by-product of the wholesale adoption of the app-based attendance and absence notification system, which experienced some technical issues at different points in the year. On balance, however, the real-time nature of the absence notification has been of immense value to the school community.

One of the successful elements associated with attendance and engagement in 2016 was the redefining of the role of administrative support officers in the school. One officer took on the explicit role of working with chronic under-attending students; and another supported accurate roll-marking and data entry by casual teachers. Both initiatives will continue in 2017.

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	82

Source: Teacher Quality Institute, 16 December 2016

The school notes the steady increase in the proportion of teaching staff with postgraduate qualifications – up from 74 percent in 2015. It is clear that with the increase in the proportion of younger staff has come an increase in the desire by our teachers to undertake further studies.

The college staff includes two people with a Doctor of Philosophy (Ph.D) degree and eleven with a Masters degree. Two more staff are currently undertaking their Masters. Four staff – two teachers and two administrative staff members – have Certificate IV in Careers Studies and a further six have Certificate IV in Training and Assessment as part of the requirement to teach vocational education courses.

Workforce composition

The 2016 workforce composition of Lake Tuggeranong 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	62
Teaching Staff: Full Time Equivalent	57.9
Non Teaching Staff: Head Count	27
Non Teaching Staff: Full Time Equivalent	21.9

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

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Overall, the 2016 staffing levels represent an increase in all categories on levels in 2015. Primarily this reflects the return to work of a number of our staff who had previously been on extended leave. It also reflects the ongoing demand for learning support assistants (in the non-teaching staff category) as part of the resourcing deemed appropriate to meet student needs,

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 522. This supported the provision of guest lecturers across a range of course areas, and creative and performing arts events such as the college musical and production and the annual arts festival.

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.

Lake Tuggeranong College was reviewed in 2015. A copy of the Review 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, 83% of parents and carers, 90% of staff, and 84% 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 51 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.	90
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	94
This school is well maintained.	98
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	90
Students like being at this school.	92
This school looks for ways to improve.	94
This school takes staff opinions seriously.	92
Teachers at this school motivate students to learn.	90
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	92
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 59 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.	86
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	84
This school is well maintained.	88
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	86
Student behaviour is well managed at this school.	79
My child likes being at this school.	92
This school looks for ways to improve.	75
This school takes parents' opinions seriously.	76
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 364 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	89
My teachers provide me with useful feedback about my school work.	75
Teachers at my school treat students fairly.	78
My school is well maintained.	83
I feel safe at my school.	83
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	68
I like being at my school.	76
My school looks for ways to improve.	74
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	78

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>).

In addition to system surveys, the college collects locally-developed stakeholder satisfaction data linked to our three priority areas of learn, thrive and connect. Three particular processes – as well as the headline data sets and a brief analysis – are described below.

Student satisfaction with their learning programs

At the end of each unit (term or semester), students participate in a Teaching and Learning Evaluation (TALE). TALEs focus on the areas of unit and course organisation, high expectations ('the pitch'), safe and supportive learning environments, establishing goals, tracking progress and celebrating success, preparing for and consolidating new knowledge, engagement, feedback, me as a learner, and what I gained from this unit or course. A summary of findings from a snapshot of the TALEs undertaken in 2016 is presented below:

Table: LTC Student teaching and learning evaluation data summary 2016

Strengths (consistently 90*% satisfaction)	Areas for Improvement (consistently 10% or less satisfaction)
Unit/course organisation	Celebrating success
High teacher expectations	Feedback
Safe and supportive learning environment	Consolidating new knowledge
Engaging learning	Other: Student time management
Relevance of learning to my career	-
Other: Positive relationships with teachers	-

Source: LTC Teaching & Learning (TALEs) database.

These findings confirmed anecdotal feedback suggesting that there needs to be a greater focus on the provision of quality and instructive feedback to students.

Student transition:

The college has invested in strengthening the transition points (entry and exit) as part of its belief that well-managed transitions can contribute to increased engagement by students and a greater sense of student connection with their college. Two key stakeholder satisfaction instruments were used in 2016 to test the effectiveness of the college strategies: the year 11 'Settling Survey' and the year 12 'What We Value' exit survey.

All year 11 students were surveyed at the end of semester one seeking feedback on their social and academic wellbeing, having become part of the college population. The three areas most highly supported and the three least supported are shown in the following table:

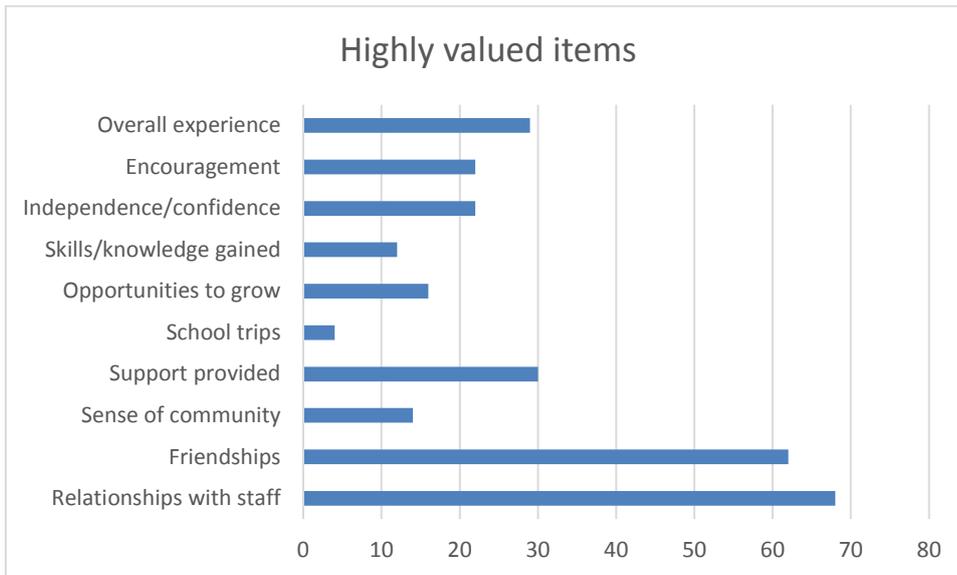
Table: Settling Survey summary 2016

Strengths	Areas for improvement
Expectations met or exceeded	Information sharing
Course offerings/choices	Support at assessment time
Relationships with teachers	Support with time management

Source: LTC Settling Survey collection

All year 12 students were surveyed as they left college to identify the aspects they valued the most. Students listed the top three most valued items. Results are expressed as proportions of the total population surveyed.

Table: What We Have Valued survey summary 2016



Source: LTC What We Have Valued Survey collection

Teacher reflection on their practice

Annually, the college teaching staff reflect on their pedagogical practices through conversations with their supervisors and participation in and reflection of professional learning. Feedback is sought on elements described in the LTC Pedagogical Statement – that is, the setting of high expectations, safe and supportive learning environments, differentiation, explicit teaching, engagement in coaching, data-informed practice, engagement in mentoring, professional reading, lesson observations, professional learning community involvement, Lead/Highly Accomplished teacher certification, formative feedback and self-evaluation practices. The following is a summary of results gathered during 2016:

Table: LTC teacher reflections on pedagogical practice 2016

Strengths	Areas for Improvement
High expectations	Data-informed practice
Safe and supportive environment	Differentiation
Professional learning community involvement	Involvement in coaching and mentoring
Professional reading	-

Source: LTC Pedagogical reflection database.

When considered in relation to other data sets, it is clear that teachers place a high value on creating positive learning experiences for students – something that has been a major priority in 2016 (see the discussion of the school’s Annual Action Plan below).

This data set also suggests the need to further embed mentoring and coaching strategies across the college; and to strengthen and support teachers in the analysis of student learning data as part of next practice in our classrooms.

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	84.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	85.00
Percentage of year 12 students receiving an ATAR	35.00

Source: Board of Senior Secondary Studies 2016

Table: ATAR Profile

Item	Number
Top ATAR	98.00
Median ATAR	71.00
No. of students (% of TES cohort) whose ATAR is 90 or above	15 (11%)
No. of students (% of TES cohort) whose ATAR > = 80 and < 90	23 (16%)
No. of students (% of TES cohort) whose ATAR > = 70 and < 80	37 (27%)
No. of students (% of TES cohort) whose ATAR > = 60 and < 70	34 (25%)
No. of students (% of TES cohort) whose ATAR less than 60	29 (21%)

Source: Board of Senior Secondary Studies 2016

In 2016, there was a decline in the median ATAR from 74.15 in 2015. In terms of performance bands we are noticing similar results from year to year, although we note that in 2016, there was a larger proportion of students achieving an ATAR below 60.

The 2016 certification rates and the proportion of students who received an ATAR represent a slight decrease on those of 2015 (between two and three percentage points.) This figure was consistent with predictions of the school in that there was a greater focus on finding appropriate pathways for students in 2016. The College Life team – comprising new school leaders, careers advisers, Australian School-Based Apprenticeship (ASBA) coordinators, school psychologists, student wellbeing coordinators and academic officers – implemented a coordinated monitoring, intervention and individualised pathways program for all students. For the year 12 cohort, this had the effect of increased numbers of students being accepted into full-time apprenticeships and into full-time work.

Course scores

Averaged scaled course scores (tertiary courses only) are monitored year on year. Headline results are presented in the following table:

Courses maintaining or increasing av sc scores	Courses decreasing av sc scores
Beginning Chinese	Accounting
Beginning Spanish	Advanced Chinese
Behavioural Science	Agriculture
Biology	Beginning Japanese
Business	Beginning Korean
Chemistry	CAD
Drama	Dance
Earth & environmental Science	English
Engineering Studies	Information Technology
ESL	Mathematical Applications
Exercise Science	Media
Flight	Photography
Food Science & Management	Textiles & Fashion
Global Studies	Theory of Knowledge
History	
Legal Studies	
Mathematical Methods	
Music	
Physics	
Psychology	
Sociology	
Specialist Mathematics	
Visual Art	

Source: Board of Senior Secondary Studies 2016, 2015.

Grade distribution

The following table shows the A – E grade distribution of year 12 students in 2016 by gender.

Table: A – E grade distribution in tertiary units

A	A	B	B	C	C	D	D	E	E
M	F	M	F	M	F	M	F	M	F
7.6	16.9	16.5	38.3	37.5	51.5	29.0	21.5	9.3	4.4

Source: Board of Senior Secondary Studies 2016

Table: A – E grade distribution in accredited units

A	A	B	B	C	C	D	D	E	E
M	F	M	F	M	F	M	F	M	F
14.5	11.0	27.3	27.0	37.0	40.7	17.4	16.8	3.8	4.6

Source: Board of Senior Secondary Studies 2016

These results, when compared to historical data suggest a consistent distribution both in terms of student performance in the two levels of courses, and in terms of male and female representation. There is one noticeable exception: the proportion of female students achieving A grades in tertiary units has doubled in the past three years.

The college continues to monitor and analyse the nature of student voiding of units – that is, being awarded a V-grade. In general terms, there were more V-grades awarded in accredited course areas than in tertiary courses in 2016. Anecdotal evidence suggests that accredited course V-grades relate to non-attempts at assessment items involving extended written responses. Work has begun across faculties to redesign assessment tasks. It also points to the need for further professional learning in differentiated teaching. In English and Mathematics, V-grading generally resulted in students moving from tertiary courses to accredited.

With further data analysis, we hope to be able to report on not only prevalence but on the issues that lead to V-grading by students.

Engagement, retention and completion

The college notes the importance of monitoring student engagement in their learning. This reflects a belief that highly engaged students are more likely to confirm and realise their pathway goals. Included in the data collected in this area are engagement, retention and completion rates, and post-destination data.

Engagement

The college administers a diagnostic survey of all year 11 students at the start of the year to establish baseline data. The instrument is called the Motivation & Engagement Scale (MES) (published by Lifelong Achievement Group, 2014). In 2016, all year 11 students undertook the MES survey in the first week of the school year.

The MES looks at ‘boosters’ and ‘guzzlers’. Students reported on a scale from high agreeance to low agreeance and results are summaries in the following table:

Table: Motivation and Engagement Scale (MES) results 2016

MES Boosters (% reporting high agreeance)	MES Guzzlers (% reporting high agreeance)
Self-belief (62%)	Anxiety (77%)
Learning focus (61%)	Failure avoidance (75%)
Valuing (66)	Uncertain control (71%)
Persistence (67%)	Self-sabotage (68%)
Planning (57%)	Disengagement (63%)
Task management (56%)	

Source: 2016 LTC MES scores spreadsheet

The results were used predominantly by student well-being coordinators who were charged with designing targeted responses to support individuals and/or groups of students in areas highlighted by the survey. Positive psychology approaches were used to support booster thoughts and behaviours for students, and individualised responses were developed for students who presented with high reporting of ‘guzzler’ behaviours. Follow-up surveying of targets groups of students was planned for term 3 but was subsumed into interview questions when at-risk students presented to College Life (student services). Further refinement of the value of MES will take place in 2017 as the model is embedded into our practices.

As the year progressed, College Life team members monitored signs of student connection with their learning. Indicators of adjustments being made by students included:

- Changing from ‘intends T’ to ‘non-T’ package (that is, no longer seeking an ATAR)
- Moving to a lower level English and/or Mathematics
- Voiding of units (either for unsatisfactory attendance or non-completion of assessment items)

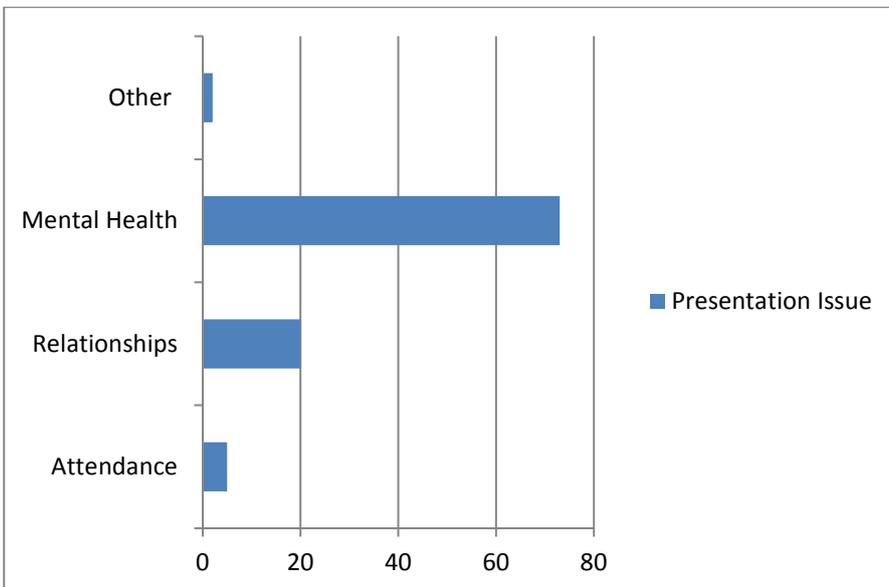
Whilst the data is still to be fully analysed, some early indicators are that the 2016 year 11 cohort had a relatively settled year: 22 percent of all year 11 students that began the year intending to take a tertiary package, made changes into accredited level courses: most of those students found the tertiary English and Mathematics courses too challenging.

This work will continue in 2017, although the preliminary report to the senior school leadership team suggested further refinement of the course counselling processes when we work with our high schools and new enrollees. It also validated the value of the new Keys to Success R unit aimed at strengthening student information literacy and research skills. Finally, it signalled further work is needed in differentiated delivery within our classes to cater for a growing performance range.

Beyond academic progress, College Life provided pastoral care support to students. Over the course of 2016, at least 22 percent of the student population made appointments with members of the College Life team to discuss their personal concerns.

This table shows the 2016 presentation issues as proportions of all presentations to members of the College Life team. Mental health issues make up 73 percent of all student presentations.

Table: 2016 College Life student presentations



Source: LTC College Life data sets 2016

This profile is the reason for increased resourcing of the College Life model, and justification of continued investment in the capacity of all staff to support pastoral care of students.

Non-completion and early leaver

The apparent retention rate from year 11 into year 12 continues to sit at approximately 92%. In 2016, 84% of all year 12 students went on to gain an ACT Senior Secondary Certificate (BSSS). The college collects destination data on early leaving students in order to understand college effectiveness.

This table summarises all enrolled students who left school during 2016. They comprise both year 11 and year 12 students for that calendar year. 55% of early leavers were male.

Table: LTC Leaver Destination data 2015-2016 cohort

Item	Proportion of all leavers (%)
Full-time employment	19
Full-time training (apprenticeship/traineeship)	15
Interstate school	4
International school	6
Other ACT government school	12
ACT non-government school	1
CIT/TAFE	13
Other (unknown destination)	30

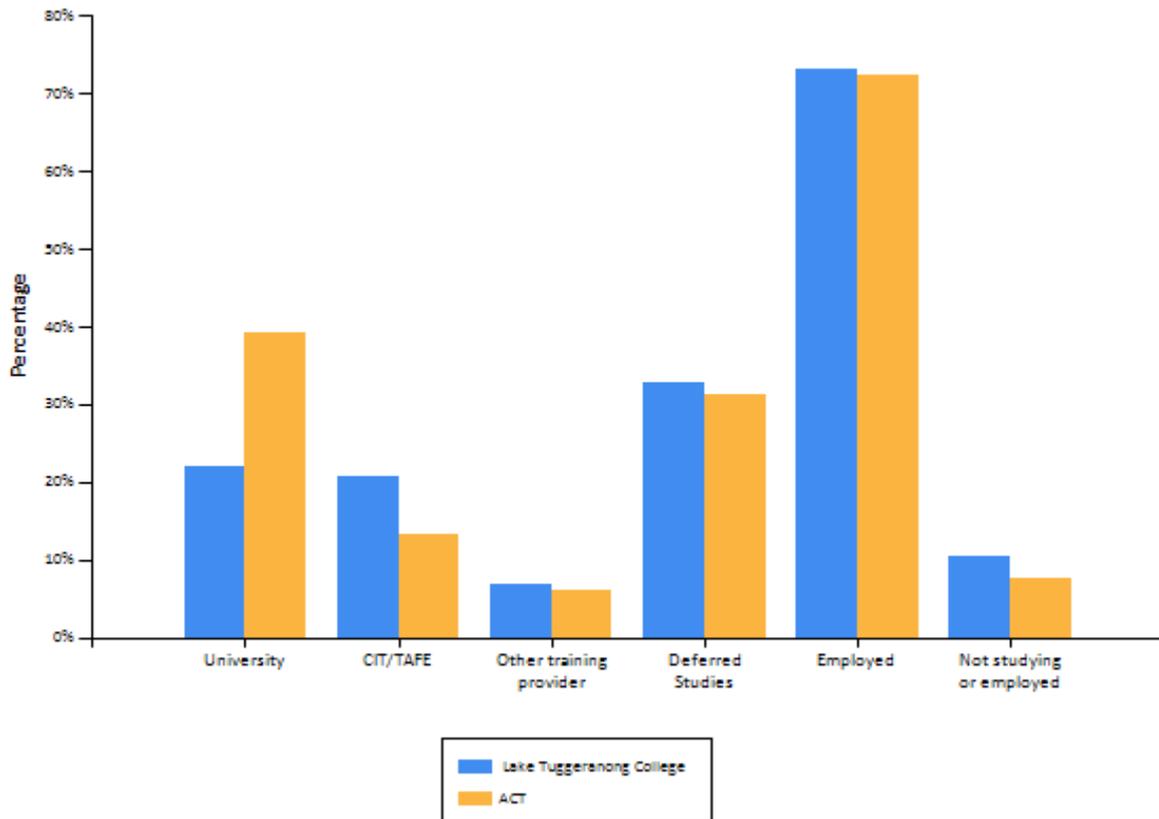
Source: LTC College Life data sets (leaver interviews, careers database), MAZE data.

The effectiveness of college activity in relation to counselled individual pathways is supported by this data, with high levels of post-school employment and further study in vocational areas.

Post School Destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2016. 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 2016



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	22.1	20.7	6.7	32.7	73.1	10.6
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

The low levels of university place occupancy continue to be of concern, although it must be remembered that only one-third of all Lake Tuggeranong College students sought an ATAR-driven tertiary entrance pathway. The transitions follow-up work conducted by the college indicates that over 85 percent of all tertiary-bound students are gaining their first preference course. The college considers this a significant achievement. Three non-ATAR students gained entry into tertiary courses on the basis of their portfolio presentations.

There has been a slight but pleasing reduction in the proportion of graduating students neither studying nor employed – down from 14 percent in 2015.

The college continues to produce graduands more likely to move into the workforce, CIT or other forms of study, than ACT averages. In analysis conducted by our careers officers, this destination profile is consistent with student aspirations upon entering senior secondary.

The school leadership team believes that the processes of guidance and intervention are improving year on year; the challenge resides in how we maximise student outcomes for individuals as a means of lifting outcomes for all.

Performance in Other Areas of the Curriculum

Overall curriculum profile

The college notes slight shifts in the take up of certain course areas by students, as compared with that of 2015. In 2016, there were increases in the number (and proportion) of students undertaking ESL, Information Technology, Chemistry, Biological Sciences, Asian Languages, Design & Technology and Sports Studies. There were decreased enrolments in Media, Physics, Textiles, History and Theory of Knowledge. Enrolment patterns were relatively stable in courses such as Drama, Business, Legal, Tourism, Food Studies, Music and Dance.

When course areas are further analysed, apart from English, Mathematics and Sciences, the most popular courses and units in 2016 were Automotive Technology, Building and Furniture Construction, Psychology, Art, Photography and Physical Education. The college continues to offer and support relatively small enrolments in specialised areas of study – Flight, Agriculture, Robotics, 3D Animation and CISCO.

A curriculum review in late 2016 highlighted the need for more options for students in registered units to provide opportunities for extension, specialisation and remediation. The review also recommended that the college investigate how it might adopt integrated study units allowing the clustering of skills in related fields via projects of enquiry. Finally, the review recommended offering some courses as accredited, in addition to current tertiary options. All recommendations were accepted by the Board and were incorporated into 2017 subject offerings.

Vocational Education & Training (VET)

In 2016, the college merged with Erindale College as one Registered Training Organisation (RTO). Lake Tuggeranong College students continued to be formally enrolled as students at the college, however, for the purpose of national vocational education and training reporting, they have their RTO listed as Erindale College.

In 2016, the total number of students with at least one vocational certificate was 41. This is a slight increase on the 2015 figure, although it represents a reduction of over 50 percent since the mid-2000's. This reflects the college's strategic decision to reduce the breadth of its vocational education course offerings, concentrating on areas of skills shortage and those where we can provide industry-recognised teachers. Supporting students to access courses external to the college, through partnerships with other providers, has allowed greater flexibility in our vocational curriculum.

The Tuggeranong Sustainable Living Trade Training Centre – opened in 2015 – continues to provide the majority of VET course areas and successful certificate attainment of our students.

Extra-curricula

In 2016, excursions took place to Spain, China, Borneo, and Japan. A total of 45 students and five staff were involved. These excursions provided invaluable opportunities for students to experience the culture of other countries. Three of these excursions had a language focus, being linked to our curriculum offerings. An incursion – the hosting of the Korean Wave in October – was the result of a collaboration with

the Korean Embassy and allowed our students to access world-renown Korean cultural displays. Students both past and present shared their language skills for the audience and the visiting Ambassador.

Students from the college participated in a range of creative and performing arts events in 2016. We were represented at Dance Fest, Step into the Limelight and community-based drama productions. We again hosted a musical night, a production, 'Arsenic and Old Lace' and an arts festival, 'Creatrix' – all of which were well patronised by our community.

Creative arts students enjoyed success in several community competitions, including taking out first in the Empire Global Youth Art Award in photography. Another student had her drawings purchased by a multinational company as part of their branding material.

The authenticity of course work was on display in our Building Construction classes: student-constructed chicken coops were produced and sold to local primary schools in the second half of the year. This was a practical demonstration of the competencies attained by our students. Another group of students participated in the Brick and Block program which resulted in the building of a wood-fired pizza oven for the college.

The 2016 LTC Literary Lunch – a growing event – provided a platform for our budding writers to hear a published author read her work and to have their own writing presented to a wider audience.

21 students participated in the International Competitions and Assessment for Schools (ICAS) Science competition. Three students achieved distinctions (including one who placed in the top three percent of all year 12s), six achieved credit status, and four more, merit.

The college music students participated in weekly visits to Calwell High School, acting as mentors to younger musicians. They took part in one-on-one or small group tutorial sessions and were able to demonstrate their own musical and leadership skills.

The mathematics faculty coordinated a group of students to return to their feeder schools and share insights into the world of senior secondary mathematics. The approach was regarded as an excellent form of transition support for incoming students. Five of our students attended the 2016 ANU Maths Day and gained invaluable exposure to competitive mathematical contests.

The college was recognised as an ACT Smart School for its work in reducing our carbon footprint and enhancing our sustainability. 30 students and teachers from across the ACT visited the college and observed the agriculture plot, chicken coops, recycling, solar panels, frog pond, water bladders, water tanks, and LED lights throughout the college. Much of this work was the result of collaborations between the college Business Manager and students in the Sustainability class.

Sports representation saw students on the national stage in hockey, netball and soccer. A year 12 student received the Pierre de Coubertin award for demonstrating values consistent with the Olympic movement through participation in sporting activities. Many of our students participated in college sporting teams and in community competitions, for example, the ACT women's rugby league tag competition. Year 12 PE classes again shared their skills in coaching when they assisted Tuggeranong primary schools in Oztag, football, dodgeball and frisbee.

Progress Against School Priorities in 2016

Below is Lake Tuggeranong 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	552735.00	617274.64	1170009.64
Voluntary contributions	9816.00	7795.45	17611.45
Contributions & donations	7095.00	4225.00	11320.00
Subject contributions	11636.85	10587.15	22224.00
External income (including community use)	78.00	8561.09	8639.09
Proceeds from sale of assets	350.00	0.00	350.00
Bank Interest	11024.19	10689.19	21713.38
TOTAL INCOME	592735.04	659132.52	1251867.56
EXPENDITURE			
Utilities and general overheads	115589.48	151807.79	267397.27
Cleaning	101693.17	104978.13	206671.30
Security	9175.00	5825.00	15000.00
Maintenance	67177.89	69050.82	136228.71
Administration	33518.28	25446.26	58964.54
Staffing	174547.60	65243.53	239791.13
Communication	22495.99	4046.69	26542.68
Assets	31311.24	34029.87	65341.11
Leases	0.00	0.00	0.00
General office expenditure	37956.90	33198.49	71155.39
Educational	28700.61	31044.34	59744.95
Subject consumables	17380.08	24048.35	41428.43
TOTAL EXPENDITURE	639546.24	548719.27	1188265.51
OPERATING RESULT	-46811.20	110413.25	63602.05
Actual Accumulated Funds	337997.80	238127.60	236701.30
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	291186.60	348540.85	300303.35

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$499.07.

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
<ul style="list-style-type: none"> ▪ Maths Textbooks 2018 <ul style="list-style-type: none"> > To purchase maths texts in line with the Australian Curriculum > Enhances student learning by providing up to date resources 	\$28,000	31 December 2018
<ul style="list-style-type: none"> ▪ School Initiatives/Upgrades 2018 <ul style="list-style-type: none"> > To purchase new IT equipment at end of life of current equipment. > Gives students the most up to date IT equipment available. 	\$100,000	31 December 2018

Endorsement Page

I declare that the Lake Tuggeranong 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):	Clare Bell	Ray Haley	Patricia Ramsay
Community Representative(s):	Michael Fullam-Stone		
Teacher Representative(s):	Phil Styles	Mark Will	
Student Representative(s):	Kate Sankey	Matthew Torrens	
Board Chair:	Kate Sankey		
Principal:	Julie Murkins		

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: 27 / 04 / 2017

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

Board Chair Signature: _____  _____ Date: 27 / 04 / 2017