

# DICKSON COLLEGE

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## Annual School Board Report 2017



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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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## Contents

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School Board Chair Report.....	1
Context.....	1
Student Information .....	2
Student enrolment.....	2
Student attendance .....	2
Staff Information.....	2
Teacher qualifications.....	2
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
NAPLAN .....	6
Outcomes for College Students .....	6
Post School Destination .....	7
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	7
Professional Learning.....	8
Voluntary Contributions .....	8
Reserves .....	9
Endorsement Page .....	10
Members of the School Board .....	10

## School Board Chair Report

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Dickson College board's mission is to help steer the college to be the best it can be within the framework established by the ACT Education Directorate.

To achieve this the board in 2017 continued to develop the strategy it initiated in 2016 that saw us focus on what makes Dickson College one of the ACT's most consistently successful colleges: the diversity of its students, the breadth of its curriculum, quality of its teaching staff, its commitment to being a place of learning, and the depth of its educational and executive leadership.

Investing in these human capital assets was done by explicitly encouraging as much inter-school collaboration as possible, promoting and refining the college's staff development programs and enhancing its student support initiatives – in particular the support available to the college's indigenous students.

To maximize the impact of these programs we also need to appreciate that the college's diversity doesn't just reflect the cultural backgrounds of its students but the nature of its learning programs. For example, while much of the focus in reviewing Dickson College's student outcomes is on ATAR attainment, we must also celebrate that the college is one of the ACT's largest providers of vocational education.

Dickson College's educational breadth extends even further to its Support Programs for students with special needs, its refugee bridging programs and its English language education.

Most crucially however, the Dickson College Board recognises that it's not enough to just offer such comprehensive programs, we must challenge the college's executive management to strive to improve the experience and outcomes of each participating Dickson College student. In this way the ACT Education system review project launched in 2017 was a tremendous opportunity for the board and the college to sharpen its governance models and refresh how we engage across Dickson College's community of stakeholders.

Combined with the significant improvements being made to the college's physical environment including both learning areas and communal spaces, the college board believes Dickson College is well positioned for its future as a premier centre of learning in Canberra's growing northside.

## School Context

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DC is a senior secondary college situated in the inner north of Canberra. In 2017 DC was home to a diverse student community of 851 students engaged in a range of programs. Students are able to choose from tertiary(ATAR) or accredited courses in a broad range of course areas or Vocational Education and Training (VET) qualifications, or a combination of these. In addition, the college has a specialised Refugee Bridging Program for refugees (RBP), a unit for year 10 students (DC High) that have had difficulty engaging in a mainstream high school setting, a secondary introductory English centre (SIEC) for overseas students, and a program for students with disabilities (Support Programs).

## Student Information

### *Student enrolment*

In 2017 there were a total of 851 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	459
Female	392
Aboriginal and Torres Strait Islander	18
LBOTE*	263

\*Language Background Other Than English  
Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages**

Year level	Attendance rate
7	91.0
8	95.0
9	88.0
10	89.0
11	92.0
12	88.0

Source: Planning and Analytics, December 2017

In 2017 Dickson College was a pilot school for the new Schools Administration System (SAS). During this time the College updated its processes and reporting mechanisms relating to attendance. At Dickson College students and families are sent an attendance report via email each fortnight, along with daily SMS & Email reporting of student absence by period.

## 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 2017.

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

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	80

Source: Teacher Quality Institute, 16 December 2017

### Workforce composition

The 2017 workforce composition of Dickson College is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	67
Teaching Staff: Full Time Equivalent Permanent	56.10
Teaching Staff: Full Time Equivalent Temporary	6.92
Non Teaching Staff: Head Count	19
Non Teaching Staff: Full Time Equivalent	15.79

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

## School Review and Development

In 2017, 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 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.

Dickson 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 2017 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 2017, 65% of parents and carers, 98% of staff, and 74% 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.

A total of 42 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.	98
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	55
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.	98
Student behaviour is well managed at this school.	81
Students like being at this school.	98
This school looks for ways to improve.	81
This school takes staff opinions seriously.	48
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.	78
I receive useful feedback about my work at this school.	46
Staff are well supported at this school.	50

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 63 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.	82
Teachers at this school provide my child with useful feedback about his/her school work.	68
Teachers at this school treat students fairly.	76
This school is well maintained.	79
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	81
Student behaviour is well managed at this school.	63
My child likes being at this school.	76
This school looks for ways to improve.	67
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	64
My child is making good progress at this school.	65
My child's learning needs are being met at this school.	61
This school works with me to support my child's learning.	53

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 147 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	86
My teachers provide me with useful feedback about my school work.	64
Teachers at my school treat students fairly.	76
My school is well maintained.	53
I feel safe at my school.	81
I can talk to my teachers about my concerns.	61
Student behaviour is well managed at my school.	62
I like being at my school.	69
My school looks for ways to improve.	72
My school takes students' opinions seriously.	57
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	73

Source: 2017 School Satisfaction Surveys, August/September 2017

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

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### NAPLAN

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

In 2017, 67.00 % of year 7 students and 75.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

### 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 an ACT Senior Secondary Certificate	86.1
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	86.1
Receiving an ATAR	48.1

Source: Board of Senior Secondary Studies 2017

## Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in 2017. 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 2017 by percentage**

Outcome	College	ACT
University	38.0	41.1
CIT/TAFE	10.0	12.7
Other training provider	3.0	5.3
Deferred Studies	37.5	31.0
Employed	68.5	74.9
Not studying or employed	10.0	6.6

Source: Planning and Analytics

## Performance in Other Areas of the Curriculum

The College undertook steps to implement two new courses for the 2018 school year, broadening its existing offering. These courses were Earth and Environmental Science and Interdisciplinary Inquiry.

### Year 12 Certification Summary

**342 Senior Secondary Certificates**

**193 Vocational Qualifications**

**191 Tertiary Entrance Statements (TES)**

**13% of students above an ATAR of 95**

**25% of students above an ATAR of 90**

**53% of students above an ATAR of 80**

**82% of students above an ATAR of 65**

**Median ATAR of 80.55**

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	701557.76	733655.66	1435213.42
Voluntary contributions	14320.00	28640.00	42960.00
Contributions & donations	5456.00	17960.00	23416.00
Subject contributions	23065.85	22873.25	45939.10
External income (including community use)	39758.75	54618.55	94377.30
Proceeds from sale of assets	12917.94	0.00	12917.94
Bank Interest	18884.07	20902.63	39786.70
<b>TOTAL INCOME</b>	<b>815960.37</b>	<b>878650.09</b>	<b>1694610.46</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	72900.11	170502.35	243402.46
Cleaning	95997.56	106854.64	202852.20
Security	8825.91	9109.76	17935.67
Maintenance	114852.14	84612.97	199465.11
Administration	58356.49	85958.40	144314.89
Staffing	148496.48	10365.12	158861.60
Communication	11360.78	7192.66	18553.44
Assets	10320.80	123368.00	133688.80
Leases	12651.22	18207.27	30858.49
General office expenditure	22517.32	72247.63	94764.95
Educational	123897.09	111173.23	235070.32
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>680175.90</b>	<b>799592.03</b>	<b>1479767.93</b>
<b>OPERATING RESULT</b>	<b>135784.47</b>	<b>79058.06</b>	<b>214842.53</b>
<b>Actual</b> Accumulated Funds	1139848.83	1009176.78	1008676.78
Outstanding commitments (minus)	-40107.33	0.00	-40107.33
<b>BALANCE</b>	<b>1235525.97</b>	<b>1088234.84</b>	<b>1183411.98</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$502.

## Voluntary Contributions

Voluntary Contributions were used to support the general operations of the school. The spending of Voluntary Contributions is in line with the approved budget for 2017.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
IT Equipment	\$70,000	2018
Furniture	\$70,000	2019
Master Plan	\$100,000	2020
Multi-Function Devices	\$50,000	2018

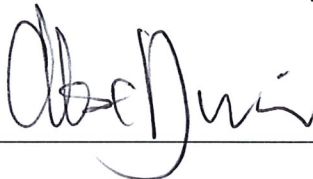
## Endorsement Page

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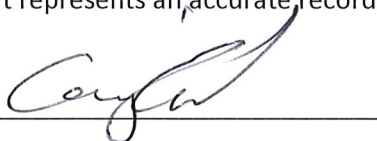
### Members of the School Board

**Parent Representative(s):** Alex Dunnin  
**Community Representative(s):** Andrew Smailes  
**Teacher Representative(s):** Kirk Zwangobani Lex Warfield  
**Student Representative(s):** Laura Mobini-Kesheh Tait Caldwell  
**Board Chair:** Alex Dunnin  
**Principal:** Craig Edwards

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

Board Chair Signature:  Date: 1 / 6 / 18

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 2017.

Principal Signature:  Date: 1 / 6 / 18

