



DICKSON COLLEGE

excellence opportunity community

DICKSON COLLEGE

Annual School Board Report 2016



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

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

Inquiries about this publication should be directed to:

Dickson College
Phillip Ave.
Dickson ACT 2602

General enquiries:

Telephone (02) 6142 0140

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School Board Chair Report

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.

Dickson College's success is in large part driven by its diversity, the quality of its educational and executive leadership, and commitment to learning and relentless pursuit of doing all it can to support its students to be better and aim high no matter what their career aspirations.

Maintaining these strengths and developing new ones requires Dickson College to jettison myths about how a school should operate and instead listen to the research about what makes schools successful. That is why the College Board has explicitly committed itself, in partnership with the college's executive management, to promote initiatives that support the college's number one asset – its teaching staff. In practical terms this means the board actively supports college staff to develop into collaborative evidenced-based educators.

To support the college to achieve its strategic goals the board in 2016 explored what it is about Dickson College that has made it one of the ACT's most consistently successful colleges over the last decade, and second by engaging the board in a broad discussion with college executive management about strategic objectives, while excising the Board's right to challenge the status quo for the good of all students and staff.

Facilitating these objectives is why the College Board invested considerable energies into projects aimed at refreshing the college's built environments through the canteen area refurbishment and the air conditioning implementation plan, optimising the college's communications platforms, and sharpening its focus on college governance.

This pragmatic goals-based approach necessitates the college board, through its strategic planning, to being willing to challenge itself and the college on issues as fundamental as how the college manages curriculum development and implementation, how it can create an environment that encourages its diverse community to interact and engage with the college, and promote systems that will help prepare college students for the rapidly evolving post-college learning and employment marketplace.

Last year 2016 was a highly impactful year for the Dickson College board. The board anticipates 2017 will see the College Board lift its performance to an even higher level.

Context

Dickson College has a diverse student population which includes students from ACT and NSW, a number of students with a Disability, a number with EALD including those with a refugee experience and those who are International Students. The vast majority of the College's enrolment comes from the two in area feeder schools, Lyneham High and Campbell High. After these two schools, International students and local non-government schools are the next biggest contributors to the College's enrolment.

The February census data showed student enrolment at 854 students, a decrease from 907 students in 2015. The school has had a focus increasing qualification levels of its students by fostering student engagement and retention. The college aims to do this through continual improvement of teaching delivery and student support services across the school. The school has also increased the number of administrative staff in College to focus on this strategic improvement and to reduce administrative load on teachers and school leaders.

Student Information

Student enrolment

In 2016 there were a total of 854 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	460
Female	394
Indigenous	27
LBOTE	258

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 %
7	93.0
8	93.0
9	96.0
10	88.0
11	89.0
12	87.0

Source: Planning and Analytics, December 2016

Dickson College prides itself on all staff developing strong relationships with students and families. The school is regular contact with families regarding all issues and achievements, including attendance. In 2015 the College continues to use an email system implemented in 2015 for attendance printouts sent home to students and their families. The College has been identified as a pilot school for the new School Administration System (SAS) in 2017. Implementation of this system will bring further improvements in reporting attendance to students and families. The college's student wellbeing area includes four year advisers, trained careers advisers, a number well qualified and experienced executive staff.

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	80

Source: Teacher Quality Institute, 16 December 2016

The number of teaching staff holding postgraduate qualifications has increased by 6% between 2015 and 2016.

Workforce composition

The 2016 workforce composition of Dickson 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	76
Teaching Staff: Full Time Equivalent	71.2
Non Teaching Staff: Head Count	18
Non Teaching Staff: Full Time Equivalent	14.8

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 two indigenous staff member at this school.

Volunteers

In 2016 an independent operator took over the running of the canteen on an ongoing basis. A number of community members and community organisations support Dickson College through volunteering, including the library, the SIEC and Refugee Bridging Program.

The estimated number of hours volunteers worked with the school during 2016 was 240.

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.

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

School Satisfaction

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

Overall Satisfaction

In 2016, 75% of parents and carers, 98% of staff, and 78% 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 54 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.	96
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	94
This school is well maintained.	49
Students feel safe at this school.	92
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	72
Students like being at this school.	96
This school looks for ways to improve.	87
This school takes staff opinions seriously.	64
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	85
I receive useful feedback about my work at this school.	68
Staff are well supported at this school.	64

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 88 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.	78
Teachers at this school provide my child with useful feedback about his or her school work.	73
Teachers at this school treat students fairly.	75
This school is well maintained.	86
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	75
Student behaviour is well managed at this school.	68
My child likes being at this school.	86
This school looks for ways to improve.	72
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	72
My child is making good progress at this school.	67
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	69

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 170 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.	87
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	76
My school is well maintained.	59
I feel safe at my school.	79
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	69
I like being at my school.	68
My school looks for ways to improve.	70
My school takes students' opinions seriously.	62
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

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

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

Learning and Assessment

Outcomes for College Students

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

Table: Year 12 Outcomes for Students

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	88.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	88.00
Percentage of year 12 students receiving an ATAR	59.00

Source: Board of Senior Secondary Studies 2016

In 2016 the College continued see improved outcomes from its students, particularly in the area of high academic achievement and attainment. Other data includes:

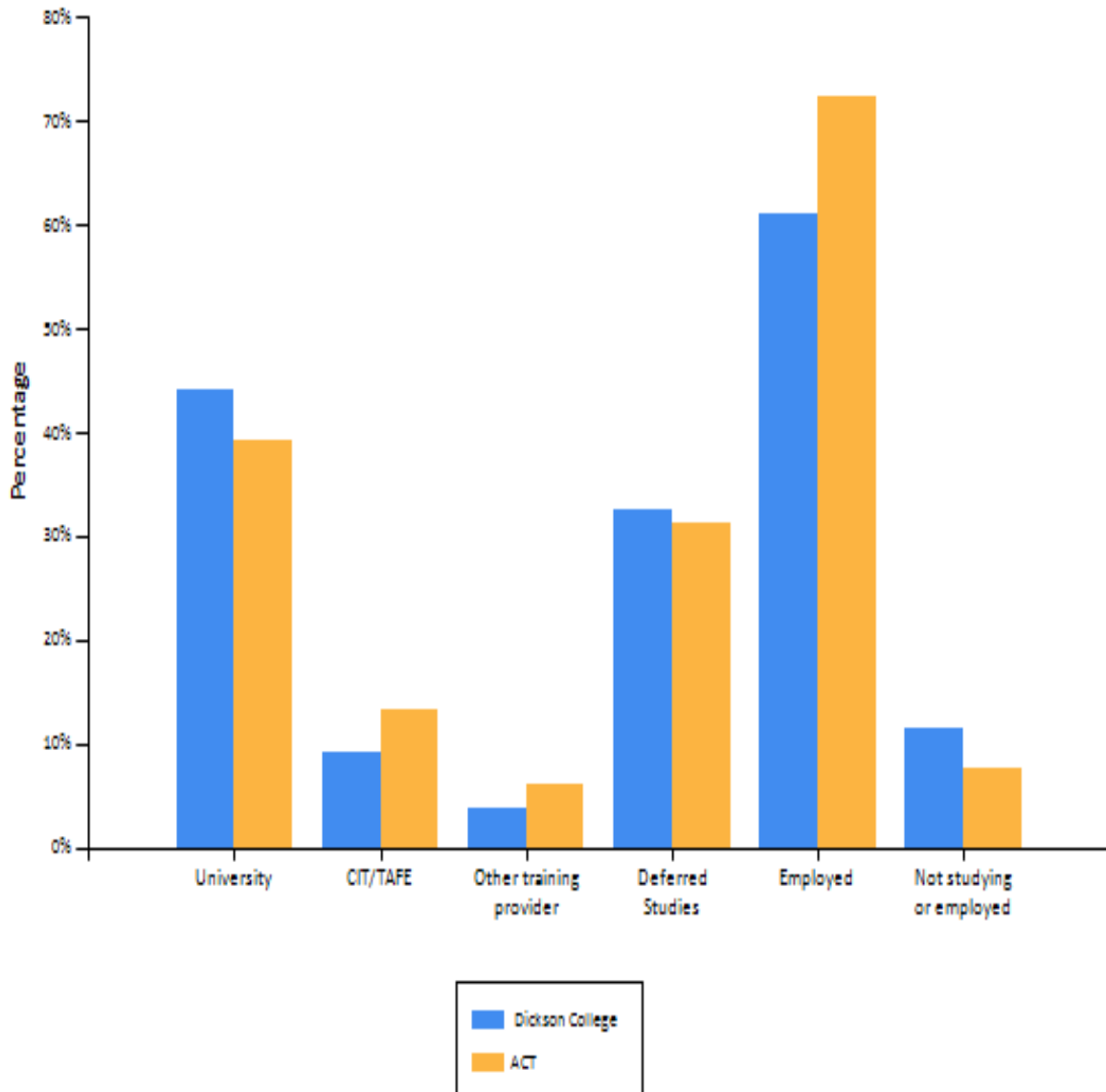
- • 236 students completed a Tertiary Entrance Statement – up slightly on previous year (1%)
- • 62 students gaining an ATAR above 90 – up 5%
- • 114 students gaining an ATAR above 80 – steady at 48% of students receiving an ATAR
- • 186 students gaining an ATAR above 65 – up 5%
- • 353 students graduated with a Year 12 Certificate- up slightly on previous year (less than 1%)

Source: Board of Senior Secondary Studies 2016

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 (%)	44.0	9.3	3.7	32.4	61.1	11.6
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

In 2016 Dickson College celebrated its 40th Birthday, being one of the original four colleges' setup for the new ACT system in 1976. There was a range of extra curricula events that were tied into the 40th Birthday celebrations which took place over the course of a week in term four. These events included hosting a delegation of staff and students from our sister school Nara University High School in Japan, a Trivia Night, Art Exhibition, Fashion Parade, Cabaret and an Open Afternoon where the school was open to the community to visit and take part in the birthday celebrations. All these events were facilitated by Dickson College staff and students. In the instance of the Trivia Night, student facilitation was linked to their business studies course work.

Over the course of 2016 the Student Leadership Group at Dickson College has grown in student participation numbers and associated events. In 2016 the group organised a number of events that raised money for various charities or contributed to the school community. These included a Pyjama Day, establishing a Breakfast Club that operates every Wednesday morning and a Stress Less Week for students and staff.

At Dickson College students participate in a wide variety of extra curriculum opportunities in a variety of areas including but not limited to the areas of maths, science, debating, writing, languages, overseas excursions, mock legal trials, the arts and various sporting events. Each year the school showcases the incredible talent of students through exhibitions and performances, and our school is 'working gallery' with student work being curated professionally across our public spaces.

In this year's School Board Report we would like to highlight the initiatives by the school to support environmental sustainability through its 'Dickson Green' initiative that has been running for several years. The College has taken some important steps towards making our facility 'greener' in a way that strongly supports paedagogical activity and student learning.

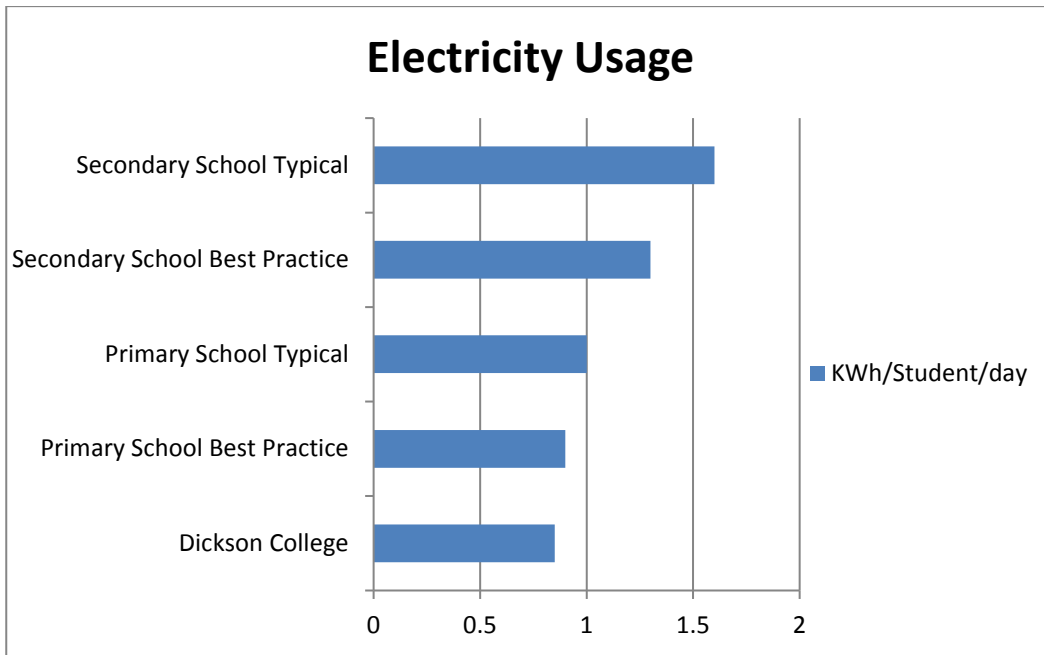
Below are some key points about the College supporting this focus:

- **Solar Panels**

Two solar panel arrays (Hall and N-Block Roofs) installed in 2013 and 2014 continue to provide a source of income for the College via a Feed-in-Tariff (FIT) arrangement with ACTewAGL. In 2016, a total of \$12,806 was generated via the FIT, to be expended on sustainable and/or environmental Initiatives College wide.

- **LED Lighting**

Completed in early 2015, this retro-fitted new technology has significantly reduced the College's Electricity usage. Savings made on these facilities management running costs can then be redirected to further support student learning. (Refer Graph below. Source: ACT Public Schools Pulse Metering)



- **Organic Community Garden**

Run by Canberra Organic Growers, the garden continues to thrive. Raised beds were built by College Technology students in 2013, and the plots connected to a supply of rainwater collected in external tanks. These tanks continue to be a supply for all users of the community garden, and in 2015 were upgraded with new water pumps. The gardens continue to be used by a variety of student groups, including Foundations, Dickson College High School and students in VET Programs.

- **Recycling**

In 2017, the College will be renewing its efforts to maintain a strong culture of recycling. This will include significant student involvement, through the Dickson College Student Leadership Group. Already this year, the Group have submitted a Recycling Proposal, for consideration by the College Principal.

Some elements of the Proposal will require more logistical consideration before implementation can proceed, but others can be implemented immediately.

Progress Against School Priorities in 2016

Below is Dickson 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	718205.50	648323.96	1366529.46
Voluntary contributions	15300.00	40675.00	55975.00
Contributions & donations	43040.00	21275.00	64315.00
Subject contributions	14153.46	14990.65	29144.11
External income (including community use)	31731.43	22720.53	54451.96
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	20282.99	18699.37	38982.36
TOTAL INCOME	842713.38	766684.51	1609397.89
EXPENDITURE			
Utilities and general overheads	75607.88	165681.43	241289.31
Cleaning	110570.71	109569.80	220140.51
Security	16805.44	5429.00	22234.44
Maintenance	162865.66	95332.84	258198.50
Administration	34382.03	135945.03	170327.06
Staffing	102090.00	99600.00	201690.00
Communication	25987.39	4811.44	30798.83
Assets	0.00	0.00	0.00
Leases	10977.21	12476.72	23453.93
General office expenditure	64675.39	33027.71	97703.10
Educational	142818.12	109652.68	252470.80
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	746779.83	771526.65	1518306.48
OPERATING RESULT	95933.55	-4842.14	91091.41
Actual Accumulated Funds	878324.90	1042608.55	1042608.55
Outstanding commitments (minus)	-6909.41	0.00	-6909.41
BALANCE	967349.04	1037766.41	1126790.55

Professional Learning

Description	Amount
Teacher Professional Learning (Grants)	\$5,984
School Funds for Professional Learning (includes estimated days that have been used to relieve staff attending professional learning)	\$33532
Travel Costs	\$6,289
Principal PL	\$4,808

The average professional learning expenditure at the school level per full time equivalent teacher was \$598.

Voluntary Contributions

This school received \$25,525 in voluntary contributions in 2016*. These 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.

*Please Note: Dickson College implemented a Building Trust Fund in 2016. In 2016 this fund received \$17,840.

Reserves

Name and Purpose	Amount	Expected Completion
IT Equipment	\$70,000	2019
Furniture	\$20000	2018
Master Plan Building Fund	\$27,008	2018
Photocopiers	\$20,000	2017

Endorsement Page

I declare that the Dickson 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.

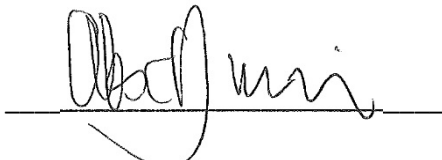
Members of the School Board

Parent Representative(s):	Alex Dunnin	Sue Rutter.
Community Representative(s):	Vacant.	
Teacher Representative(s):	Lex Warfield	Leonie Robinson
Student Representative(s):	Ellen Duffy	Tait Caldwell
Board Chair:	Ellen Duffy	Alex Dunnin
Principal:	Craig Edwards	

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: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017