



DICKSON COLLEGE
excellence opportunity community

Dickson College

Annual School Board Report 2018



Ted Pearson, *Building at night*, digital photograph, 2019

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

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Reporting to the community

Schools report to communities in a range of ways, including through:

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

School Context

Dickson College (DC) is a senior secondary college situated in the inner north of Canberra. In 2017 DC was home to a diverse student community of 892 students engaged in a range of programs. Students can 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 2018 there were a total of 892 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	456
Female	436
Aboriginal and Torres Strait Islander	14
LBOTE*	268

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
7	92.0
8	91.0
9	90.0
10	80.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

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

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

Supporting attendance and managing non-attendance

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

Staff Information

Teacher qualifications

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

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

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and

staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

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

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	56.70
Teaching Staff: Full Time Equivalent Temporary	5.50
Non Teaching Staff: Full Time Equivalent	19.03

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

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

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

School Satisfaction

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

Overall Satisfaction

In 2018, 79% of parents and carers, 98% of staff, and 82% of students at this school indicated they were satisfied with the education provided by the school.

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

A total of 50 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.	100
Teachers give useful feedback.	83
Teachers at this school treat students fairly.	98
This school is well maintained.	54
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	86
Students like being at this school.	100
This school looks for ways to improve.	88
This school takes staff opinions seriously.	57
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	98
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	37
Staff are well supported at this school.	62

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 123 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.	89
Teachers give useful feedback.	68
Teachers at this school treat students fairly.	82
This school is well maintained.	86
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	69
My child likes being at this school.	86
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	68
Teachers at this school motivate my child to learn.	72
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	59

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

A total of 224 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.	91
Teachers give useful feedback.	58
Teachers at my school treat students fairly.	77
My school is well maintained.	61
I feel safe at this school.	78
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	50
I like being at my school.	65
My school looks for ways to improve.	71
Staff take students' opinions seriously.	70
My teachers motivate me to learn.	65
My school gives me opportunities to do interesting things.	72

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

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

Learning and Assessment

Outcomes for College Students

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

Table: Year 12 outcomes for students by percentage

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	89.3
Receiving an ACT Senior Secondary Certificate	89.3
Receiving an ATAR	59.7

Source: Board of Senior Secondary Studies 2018

Post School Destination

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

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

Outcome	College	ACT
University	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

Financial Summary

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

Table: 2018 Financial Summary

INCOME (\$)	January-June	July-December	January-December
Self-management funds	706 300.51	643 962.99	1 350 263.50
Voluntary contributions	15 285.00	23 224.15	38 509.15
Contributions & donations	5 615.00	9 790.00	15 405.00
Subject contributions	15 559.60	20 399.00	35 958.60
External income (including community use)	17 368.96	42 916.79	60 285.75
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	21 161.76	22 731.11	4 3892.87
TOTAL INCOME	781 290.83	763 024.04	1 544 314.87
EXPENDITURE			
Utilities and general overheads	106 598.38	149 104.21	255 702.59
Cleaning	107 778.78	112 893.45	220 672.23
Security	6 760.11	13 069.00	19 829.11
Maintenance	157 930.58	128 734.90	286 665.48
Administration	101 359.58	17 922.40	119 281.98
Staffing	0.00	0.00	0.00
Communication	7 090.11	7 340.03	14 430.14
Assets	25 967.00	30 310.00	56 277.00
Leases	10 907.60	12 557.97	23 465.57
General office expenditure	95 063.23	59 192.38	154 255.61
Educational	184 922.42	142 041.29	326 963.71
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	804 377.79	673 165.63	1 477 543.42
OPERATING RESULT	-23 086.96	89 858.41	6 6771.45
Actual Accumulated Funds	1 283 764.40	1 324 635.35	1 374 635.35
Outstanding commitments (minus)	-71 182.55	0.00	-7 1182.55
BALANCE	1 189 494.89	1 414 493.76	1 370 224.25

Voluntary Contributions

Voluntary contributions were used to support the general operations of the school. The spending of voluntary contributions was in line with the approved budget for 2018.

Reserves

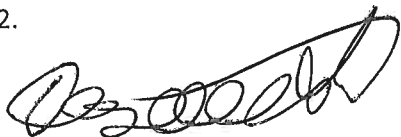
Name and Purpose	Amount	Expected Completion
IT Upgrades	\$70,000	2019
Masterplan Building Fund	\$50,000	2019
Multi-Function Devices	\$50,000	2019

Endorsement Page

Members of the School Board 2018

Parent and Community Representative(s):	Annette Panzera	Damien McGrath
Teacher Representative(s):	Dr Kirk Zwangobani	Chris Hammerer
Student Representative(s):	Joshua Eldridge	Laura Mobini-Kesheh
Board Chair:	Laura Mobini-Kesheh	
Principal:	Craig Edwards	

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



Board Chair Signature: Damien McGrath

Date: 11 June 2019

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



Principal Signature: Craig Edwards

Date: 11 June 2019