



Narrabundah College

Board Report

2013



Narrabundah College Students

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



ACT
Government

Education and Training

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The school website is www.narrabundahc.act.edu.au

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General Inquiries:

Telephone (02) 6205 6999

About our school

Introduction to School

Narrabundah College is a large and vibrant government co-educational college nestled in beautiful grounds located near the parliamentary triangle. The college has over 945 students in years 11 and 12, and offers a challenging curriculum in a caring environment to meet the needs of students in a globalised world. Indeed Narrabundah College has an international atmosphere with over 30% of our students born overseas.

The college offers a challenging and diverse curriculum including 9 languages offered at Beginning, Continuing and Advanced levels. In 2013 all the languages offered were: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish with over 500 students studying a second language.

In addition to the ACT Year 12 Certificate, the college offers the International Baccalaureate (IB) Diploma and the French Baccalauréat. Narrabundah College was the first school in Australasia to deliver the IB program and it has been delivering this curriculum successfully for over 30 years. The college is a Registered Training Organisation and delivers nationally recognised vocational education and training qualifications in business, ICT, fashion design, media and furniture construction.

The college has maintained a tradition of success and offers a broad and academically rigorous curriculum that is carefully designed to enhance students' skills in research, critical thinking, communication and self-management in a focused and supportive environment. In this environment, students are also encouraged to become significant contributors to society and take up challenges in areas such as: leadership, supporting charities, managing and improving the environment, value adding to the local community, participating in sports and much much more.

Narrabundah College recognises the special needs of students in the challenging senior secondary years and we continue to provide a safe, supportive and caring environment that fosters each student's personal growth. Our well-resourced Student Services Team advises students on course and careers counselling as well as monitoring and supporting students in their welfare, academic progress and student pathways planning during their two years at this college.

This Centenary Year, Prof Bob Fagan, former Professor of Geography at Macquarie University and the first male School Captain, launched ***50 years at the Bunda: A History of Narrabundah High +College*** by John Cope. This launch drew former students both locally as well as nationally.

The college continued to strengthen and promote then strong partnerships with our parents/carers and the community, for example: The Parent/Student /Teacher interviews

took place. The P & C ran another very successful Trivia Night and introduced a fund raising Sausage Sizzle at Bunnings both of which were very well supported by our community.

Student Information

Student enrolment

In 2013 there were a total of 928 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	406
Female	522
Indigenous	5
LBOTE	404

Source: Planning and Performance

Although many students enrol at the college from the inner south of Canberra, most continue to enrol from outside our priority enrolment area. A significant proportion of the student population is from a non-English speaking background, from over 50 countries.

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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 one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
11	92.4
12	88.8

Source: Planning and Performance

Attendance at the college is consistently monitored, with rolls marked every lesson and electronic rolls updated weekly. The Student Services Team, in collaboration with classroom teachers, case-manage attendance issues, working closely with our students and their families.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2013 Qualification of Teaching Staff in Percentages

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

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	12
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	2
School Leader C	10
Teachers	61
TOTAL	87

Source: Workforce Management

Note: This table includes pre-school staffing

There are 0 indigenous staff at this school.

Volunteers

The college is grateful for the time that volunteers devote to enriching the extensive curriculum. In 2013, significant hours were donated to the college to assist with the delivery of languages such as: Indonesian, French and German. There was volunteer support for theatre productions, and specialist guest speakers across the curriculum in such faculty areas as: the Humanities, Science, English and theory of Knowledge. This year's number of volunteer hours is 1500 hours.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement*

Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Narrabundah College will be validated in 2015. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 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 2013, 79% of parents and carers, 92% of staff, and 88% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	85
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	73
This school is well maintained.	73
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	77
Student behaviour is well managed at this school.	68
My child likes being at this school.	90
This school looks for ways to improve.	70
This school takes parents' opinions seriously.	58

Item (continued)	(%)
Teachers at this school motivate my child to learn.	71
My child is making good progress at this school.	72
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	59

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	64
Teachers at my school treat students fairly.	72
My school is well maintained.	72
I feel safe at my school.	88
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	71
I like being at my school.	79
My school looks for ways to improve.	69
My school takes students' opinions seriously.	60
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	79

Source: 2013 School Satisfaction Surveys, August/September 2013

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 school plan and the development of annual operating plans. The school plan is available on the school website at narrabundahc.act.edu.au

Professional Learning

All staff attended a minimum of five days of professional learning during 2013. Three of these days were system based and the other days were faculty based and personal.

During 2013 we presented professional learning sessions for all staff on college and system issues such as: Curriculum of Giving, Quality Teaching Instructional Rounds.

Learning and Assessment

Outcomes for College Students

Year 12 outcomes are shown in the following table in relation to the percentage receiving a Year 12 certificate and the Australian Tertiary Admission Rank (ATAR).

Table: Year 12 Outcomes for Students

Year 12 Outcomes	Total
Percentage of year 12 students receiving a Year 12 Certificate	97.48
Percentage of year 12 students receiving a Year 12 or equivalent VET qualification (without duplicates) within the school setting	97.48
Percentage of year 12 students receiving an ATAR	84
Percentage of year 12 students in top 5 percent of ATAR	20.87
The median ATAR for year 12 students	86.35

Source Board of Senior Secondary Studies

In 2013, Narrabundah College students excelled in an impressive range of academic, vocational, leadership, sporting and community activities.

The following results include data from all our students' results in the ACT system, the IB Diploma and the French Baccalaureate.

Overall, the median Australian Tertiary Admission Rank (ATAR) was 86.35. A significant number of students, 425 gained an ACT Year 12 Certificate and of those, 357 gained an ATAR.

Our top score was 99.95 which was the shared top score in the ACT. An exceptional 27 students gained an ATAR over 99 and 98 (26.5%) gained an ATAR over 95. Further 153 (40.6%) gained an ATAR over 90 and 85.6% or 316 students gained an ATAR over 65 which is the requirement to gain first round entry into the University of Canberra.

Please note that these results do include the French Baccalaureate results.

Thirty-three students completed the first unit towards an undergraduate degree at the Australian National University in one of the following: Chemistry, Conservation Biology, Continuing Japanese, Mathematic or Physics. They achieved outstanding results which included 10 high distinctions.

Twenty-six students gained the International Baccalaureate Diploma and the highest result was 44/45, the equivalent ATAR of 99.80. Twelve students gained excellent results in their French Baccalauréat Program, three of whom gained an ATAR equivalent to over 99.

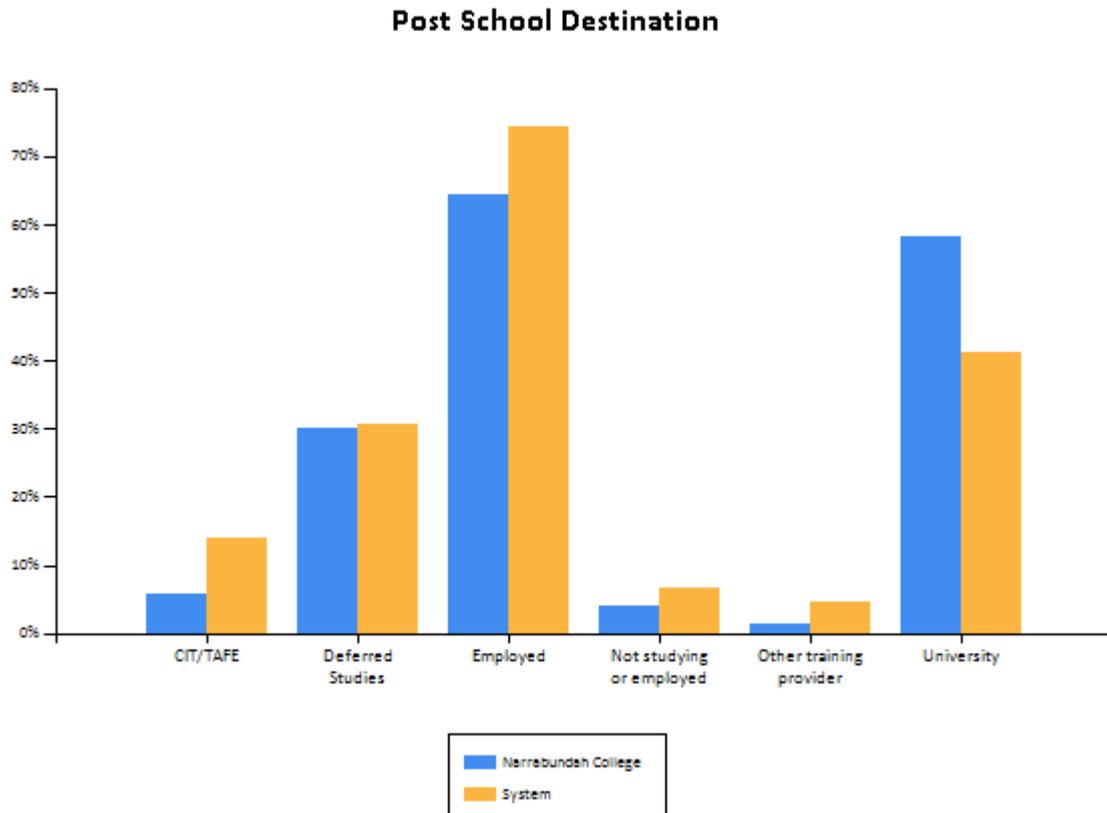
A total of 54 year 12 students gained nationally recognised vocational Certificates and 152 Statements of Attainment were issued. Five Australian School based Apprenticeships

(ASbA's) were completed while other students completed units of study at the Canberra Institute of Technology (CIT).

Post school destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2013. 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



Description	College (%)	System (%)
CIT/TAFE	5.9	14.0
Deferred Studies	30.1	30.7
Employed	64.4	74.3
Not studying or employed	4.2	6.6
Other training provider	1.4	4.7
University	58.1	41.2

Source: Planning and Performance Data, 2013

Most of our students go on to further studies (most go on to study at university and a small number go to CIT/TAFE and approximately 30% take a GAP year before taking up their post college studies.

Performance in other areas of the curriculum

Once again, Narrabundah College students excelled in a broad range of areas across the curriculum. Our students were recognised for their significant contribution to ACT/national/international forums including the following.

- Two of our students were chosen to represent Australia at The Hague for the United Nations Youth Association.
- Our students won the Douse Debating Trophy for the second year in a row and a member of this winning team was awarded the Best Speaker for the whole competition for the second year in a row.
- Several of our students achieved high distinctions in NSW and Australian Maths competitions.
- One of our students was selected for a UBS Scholarship.
- One student was selected to represent the ACT in the National Schools' Constitutional Convention to take place in 2014.
- Several Media students were finalists in national competitions and there were several winners in a number of major competitions.
- Two students were selected to play in the Australian Youth Orchestra which toured Europe in term 3.

These are just a few of our students' exceptional achievements during 2013.

Progress against School Priorities in 2013

Priority 1

Improve staff communication and collaboration across the college.

Targets

System staff satisfaction survey to indicate a 5 percentage point improvement across the life of the plan with teaching staff satisfaction in the areas of staff communication and collaboration

System staff satisfaction survey to indicate a 5 percentage point improvement across the life of the plan with overall satisfaction with my work at this school

Staff Satisfaction Survey to indicate 100% of staff actively engaged in professional learning each year.

School improvement domains covered with this priority

Leading and Managing

Progress

All staff were offered the opportunity to complete three online courses: Bullying and Harassment for Workers, Responding to Abuse and Neglect in Education and Care and Work Health And Safety Fundamentals. Eighty one percent of staff completed all the modules.

All staff engaged in the cross faculty Quality Teaching Instructional Rounds which significantly promoted and improved collegial practice at this college. All staff undertook professional learning in the Curriculum of Giving and this framework now underpins all practices at this college eg through Study Hub and through all the volunteering activities that students and staff engage in this framework is evident.

Staff collaborated in the following.

- Cross college faculty groups at staff meetings.
- Cross college faculty groups in Quality Teaching Teams.
- The implementing of the Curriculum of Giving after professional learning (PL) presented to the whole staff by Dr Thomas Nielson.
- Marking Days for staff on 5 teaching lines: 12 staff took a Marking Day.

Staff response to Satisfaction Survey was as follows.

- There is effective communication amongst all staff (teaching staff only surveyed) – agreement rose from 52% in 2011 to 61% in 2012 and maintained at 60% in 2013.
- There is effective communication between staff and their supervisor teaching staff only surveyed) – agreement rose from 67% in 2012 to 75% in 2013.
- Overall staff satisfaction with their work at the college rose from 83% in 2012 to 87% in 2013.

Priority 2

Build teacher capacity to deliver quality curriculum through school focus on improving the quality of the school's teaching and learning practices.

Targets

Staff Satisfaction Survey to indicate a 5 percentage point improvement with staff satisfaction that staff at this school focus on improving the quality of the school's teaching and learning practices over the life of the Strategic Plan 2012-2015.

Student Satisfaction Survey to indicate a 5 percentage point improvement with student satisfaction that "teachers help me with my coursework" over the life of the Strategic Plan 2012-2015.

Maintain current high achievement reported in the ACT BSSS annual data.

School improvement domains covered with this priority

Learning and Teaching

Student Engagement

Progress

All staff undertook Quality Teaching Instructional Rounds across faculties and they received and gave formal feedback. This feedback has informed practice and staff have effected changes to improve their practice. Further all staff have contributed at faculty level to share improved practices.

100% of staff undertook the Quality Teaching Instructional Rounds; formal feedback was given and coded lessons were collected.

Narrabundah College Staff Satisfaction responses for teaching staff were as follows.

- Staff at this school focus on improving the quality of the school's teaching and learning practices – 79% in 2012 to 91% in 2013.
- There are processes in place to support my practice – 70% in 2012 to 79% in 2013.
- Innovative Practice is encouraged- 67% in 2012 to 72% agreement in 2013.
- 96% of teachers actively engaged in professional learning.

Student Satisfaction Survey responses were as follows.

- Teachers help with my coursework- from 67% in 2012 to 70% agreement in 2013.

Maintain current high achievement as reported in the ACT BSSS annual data 437 students gained a Year 12 Certificate.

- 367 students gained an ATAR, 84% of the student body.
- Shared top ATAR in the ACT: 99.95
- 27 students gained an ATAR over 99: 22 ACT System, 2 IB and 3 French Baccalauréat.)
- 98 students over 95
- 153 students over 90
- 316 students over 65
- The Median ATAR was 86.35.
- High achievement of ACT results maintained including an increase in the median ATAR.

Please note that the International Baccalaureate and the French Baccalauréat results are included in this data.

Priority 3

Better cater for the needs of students to ensure successful outcomes for all.

Targets

95% of students on Special Consideration list achieve a year 12 Certificate.

Student Satisfaction Survey to indicate 5% improvement in students agreement that they are coping with work at college, “that teachers help me with the work at college, that teachers help me with my course work, that they are coping with the amount of work at college, that I was given adequate advice when choosing courses to study and I know what I have to do to get the results I want” over the life of the Strategic Plan.

Increase 5% of students undertaking a VET Course over the life of the Strategic Plan.

95% of year 11 students have had pathways interviews with student advisor of Moving Forward Officer

Satisfaction re meeting the individual needs of the child and student needs are catered for.

School improvement domains covered with this priority

Student Engagement

Community Involvement

Progress

The college increased student Transition support in several ways: through the increased focus in all classes on scaffolding student learning, the introduction of Study Hub and the development of new student resources including the English Handbook and the Drafts Policy.

Study Hub was implemented in 2013; it ran successfully all year and was well attended averaging 50 students per session.

The Narrabundah College English Handbook was developed and provided to students as a resource.

The new Narrabundah College Drafts Policy was distributed to students and it was implemented across the college.

All teachers had a Professional Pathways goal relation to the scaffolding of student learning and to sharing of expertise and strategies across the college.

The Curriculum of Giving was implemented across the whole college community and an example of student engagement with this curriculum was the number of year 12 mentors at Study Hub – there were 12 regular mentors.

Students embraced the opportunity to contribute to the Nyrippi community in the Northern Territory to develop an understanding Aboriginal and Torrens Straight Islanders.

Ninety five percent of students on special consideration list achieved year 12 Certificate.

Twenty-five students were on long-term special consideration: of these students 24 were certified; 96% of students on the long term special consideration list achieved a year 12 Certificate.

Increase of 5% of students undertaking a VET Course over the life of the Strategic Plan: In 2012 69 students achieved at least 1 vocational certificate; 139 students (30%) partially completed a vocational certificate; 89 vocational certificates were issued.

2013; 54 students achieved at least one vocational certificate; 152 students 36% partially completed a vocational certificate; 65 vocational certificates were issued.

6% increase of students undertaking a VET Course.

Narrabundah College student satisfaction survey:

- Teachers help me with my course work 67% in 2012, 70% agreement in 2013.
- I am coping with the work at college; 45% in 2012, 55% agreement in 2013
- I was given adequate advice when choosing courses to study 55% in 2012, 58% agreement in 2013.
- I know what I have to do to get the results I want 70% in 2012, 68% agreement in 2013.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1635.02

Voluntary contributions

This school received \$66725.00 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
IB 14	52,900.00	2013
Lighting	100,000.00	2014

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	1131886
Voluntary contributions	66725
Contributions & donations	26815
Subject contributions	84945
External income (including community use)	45611
Proceeds from sale of assets	45
Bank Interest	27437
TOTAL INCOME	1383464
EXPENDITURE	
Utilities and general overheads	279715
Cleaning	173030
Security	31863
Maintenance	150805
Mandatory Maintenance	
Administration	80346
Staffing	119232
Communication	27817
Assets	37865
Leases	371
General office expenditure	22768
Educational	232424
Subject consumables	27229
TOTAL EXPENDITURE	1183464
OPERATING RESULT	200000
Actual Accumulated Funds	385179
Outstanding commitments (m	28477
BALANCE	556702

Endorsement Page

I declare that the Narrabundah College Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

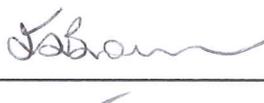
MEMBERS OF THE SCHOOL BOARD

Parent Representative: Chris Bai, Ian Brown and Adam Thompson
Community Representative David Learoyd
Teacher Representative Andrew Trost and Niki Van Buuren
Student Representative: Jack Henderson and Noemie Huttner-Koros
Board Chair: Ian Brown
Principal: Kerrie Grundy

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 this year.

Principal Signature:  **Date:** 6/3/14

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

Board Chair Signature:  **Date:** 11 MARCH 2014