



Canberra 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.canberrac.act.edu.au>.

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School Board Chair Report

On behalf of the board I would like to thank all of the Executive, teachers and staff for all of their hard work in a busy year at the College. We would also like to thank the outgoing Board Chair, Cathie O'Neill for her years of service to Canberra College and the Board.

The board took the following decisions in the past year:

- Discontinuing the International Baccalaureate course as enrolment in the course had fallen to an all-time low and the course was no longer financially viable.
- Increasing the enrolment fee for Year 11 enabled the abolishment of subject levies.
- Conducting an extensive building update at the end of the year to allow for over 100 additional students in 2017.

The board is proud of the diverse community at Canberra College and the many specialist programs on offer. The Futures Program, the Big Picture Program, Australian Schools Based Apprenticeship scheme and CCCares young parents program, are highly valued parts of the school community along with the continuing academic success of the college.

The Canberra College community is invited to raise any issues with the Board at any time, our contact details are on the school website. We encourage parents, carers and the students themselves to contact the Board or the school with any concerns.

Donna Russell, Board Chair

Context

Canberra College continues to be an educational institution of choice for students in the local and international communities. The diverse composition of our clientele is matched by the diversity of programs and pathways available to the students. Over the past few years, the demand on places has exceeded the capacity of the college to offer placements to students who reside outside the Priority Enrolment Area. This pressure will continue to grow as the new suburbs in Molonglo become more established. This will further reduce the capacity of the college to accept out of area placements.

Student Information

Student enrolment

In 2016 there were a total of 1,019 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	423
Female	596
Indigenous	40
LBOTE	227

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 %
11	94.0
12	88.0

Source: Planning and Analytics, December 2016

Attendance is a mandatory requirement of the Board of Senior Secondary Studies (BSSS) for the award of an ACT Senior Secondary Certificate. In semester 2 2016, the college purchased a licence to enable teachers, students and parents to record and respond to absences in real time via phone or smart device App called Appsence. The roll out of Appsence in semester two did produce a range of technical teething problems which were dealt with as they arose. However, the direct communication has been welcomed by our community as seen in growing levels of parental participation with 360 parents taking up the app along with 396 students in its first semester of use. We expect growth in this in 2017 as more parents who are more used to the program from other schools enter the school. Teachers have appreciated the reduction in administrative duties and have been able to invest that time in teaching and learning.

Each class teacher utilised the App lesson by lesson to monitor attendance. Igroup teachers continued to monitor absences on a weekly basis. Parents are notified via an SMS messaging system or via the App of all absences. A formal record of explained absences is managed by the Rolls Clerk. Extended absences are managed by the Year Coordinator who liaises with parents and students. Impact on assessment and certification is managed by the Student Services team, who ensure all students are completing the mandatory requirements of the BSSS.

The Year 11 cohort attendance improved from 89% in 2015 to 94% in 2016 as the Attendance App was rolled out to them first. This suggests that this type of system needs to be sustained into the future.

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	77

Source: Teacher Quality Institute, 16 December 2016

The teaching staff at the college is highly experienced and we are credentialed to deliver a diverse range of programs. The college supports and encourages its staff to maintain currency and advancement in this area.

Workforce composition

The 2016 workforce composition of Canberra 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	69.3
Non Teaching Staff: Head Count	27
Non Teaching Staff: Full Time Equivalent	22.4

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

There is one staff member who identifies as Aboriginal or Torres Strait Islander at this school.

The difference between the number of fulltime equivalent staff and the head count for both teaching and non-teaching staff is due to the highly specialised nature of many of the courses and services that are provided in the college. The college sources speciality staff to deliver these services rather than generalist staff. As a result some staff are required from 40% to 80% depending on the needs in their subject area.

Volunteers

Due to the age and independent nature of our clientele, fewer volunteer hours are experienced in this sector. The volunteer hours generally are focused on CCCares, Outdoor Education and parent representative roles. The estimated number of hours in which volunteers have worked in the school during 2015 was approximately 500 hours.

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.

Canberra College will be reviewed in 2019. 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, 78% of parents and carers, 96% of staff, and 81% 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 73 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.	99
Teachers at this school provide students with useful feedback about their school work.	94
Teachers at this school treat students fairly.	94
This school is well maintained.	73
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	85
Students like being at this school.	97
This school looks for ways to improve.	97
This school takes staff opinions seriously.	70
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	87
I receive useful feedback about my work at this school.	67
Staff are well supported at this school.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 120 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.	79
Teachers at this school treat students fairly.	80
This school is well maintained.	86
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	80
Student behaviour is well managed at this school.	70
My child likes being at this school.	85
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	63
Teachers at this school motivate my child to learn.	70
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	66
This school works with me to support my child's learning.	63

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 244 students who took part in the survey are tabled below.

Table: Proportion of students in years 11 and 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.	73
Teachers at my school treat students fairly.	76
My school is well maintained.	77
I feel safe at my school.	80
I can talk to my teachers about my concerns.	65
Student behaviour is well managed at my school.	61
I like being at my school.	70
My school looks for ways to improve.	71
My school takes students' opinions seriously.	63
My teachers motivate me to learn.	70
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

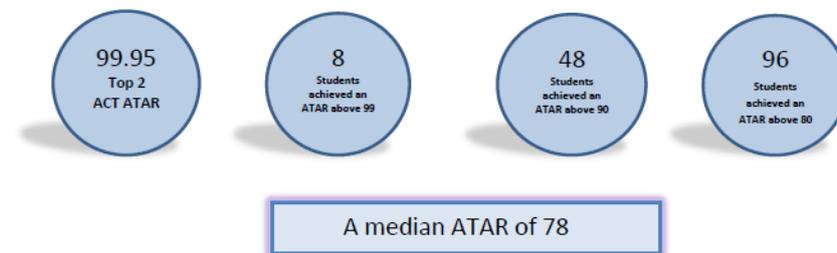
Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving a Year 12 Certificate and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful 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	90.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	91.00
Percentage of year 12 students receiving an ATAR	52.00

Source: Board of Senior Secondary Studies 2016

Canberra College proudly had the top two students in the Territory who each achieved an ATAR of 99.95. The table below reflects the diversity of pathways and formal certificates that were achieved and celebrated by our Year 12 graduating students. We are equally proud of the range of awards and certificates achieved by the broader cohort. Some of these achievements are reflected in the infographic below.



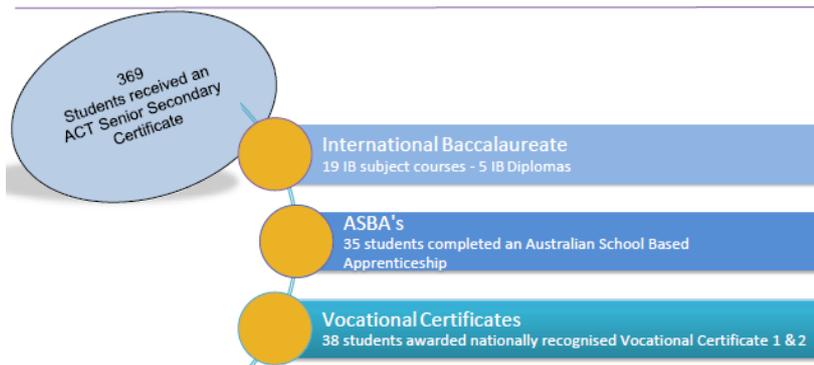
Students seeking University places

216 Students received an Australian Tertiary Admission Rank (ATAR)

58% of all Year 12s gained an ATAR

78% of these students gained an ATAR which gave them entry to UC and ANU

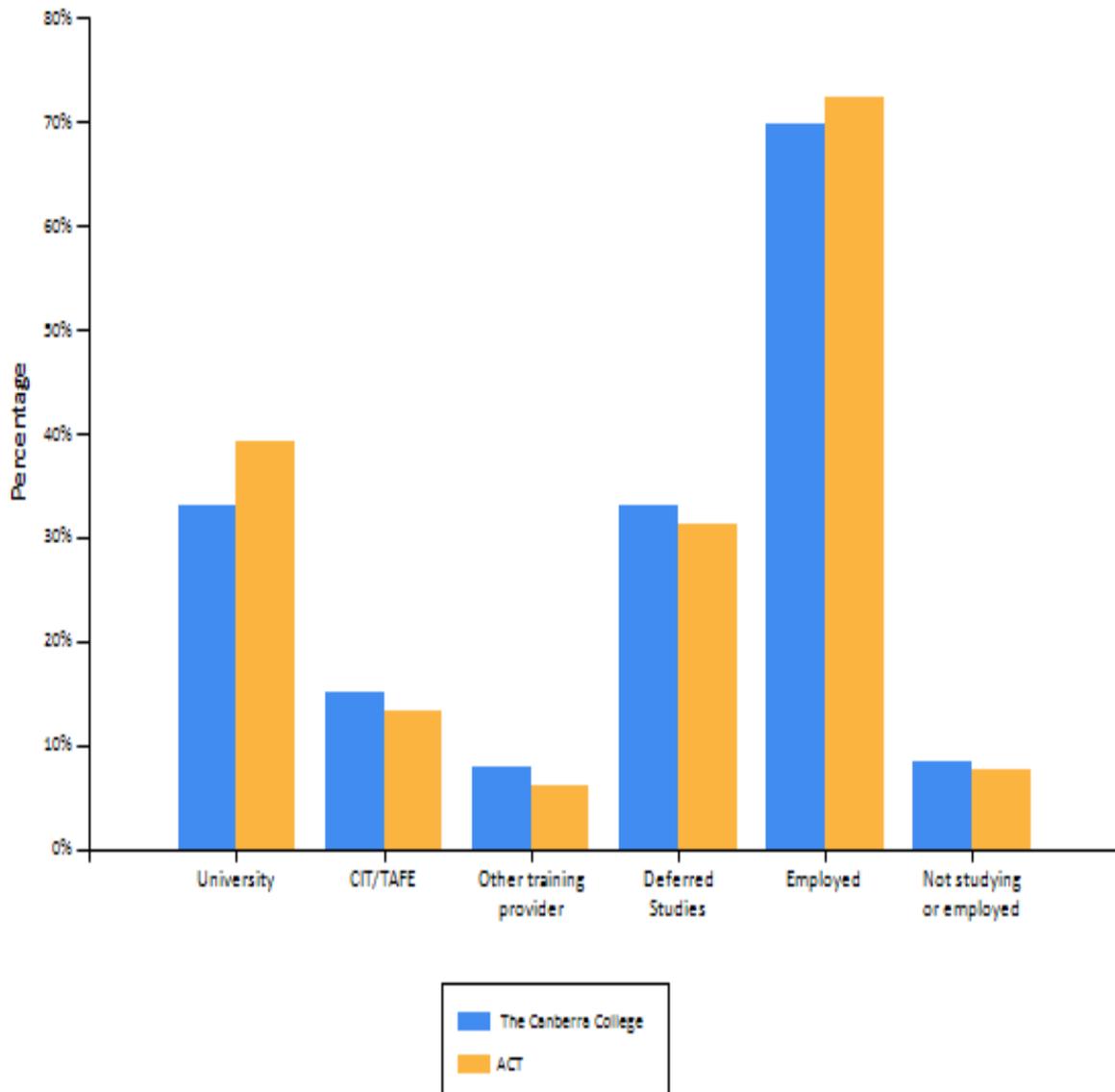
92% of students gained an ATAR that was high enough to gain entry into a university in Australia



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 (%)	33.0	15.2	8.0	33.0	69.7	8.3
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

Maintaining a range of physical and enrichment activities supports individual wellbeing, connectedness to the college and improves academic outcomes.

In addition to the certification success, our students have been great ambassadors for our college on the local and national stage. Our students have qualified and attended the National Youth Science Forum, and two qualified to attend the International Youth Science Forum in London. One of our students qualified for the national debating team which came third in the world competition. Our students swept aside all before them in Maths and Problem arena winning the teams event at the ANU Maths Day, which included representation from ACT, Sydney and regional schools. We had multiple gold and silver medallists in the National Physics Olympiad, and in the Computational and Algorithmic thinking competitions. We had representatives in the National School's Constitutional Convention, Rotary Model United Nations, Mock Trials and Parliamentary Debating. One of our students won the ACT CPA "Plan Your Own Business" competition.

Our leadership and community projects groups have continued to build connectedness within the college and with our global neighbours through participation in Harmony Day and, Relay for life. CCCares, Futures and Big Picture Hospitality students and staff provided all the formal hospitality services at Twilight in the Jungle for Cerebral Palsy services and for the 40th Anniversary celebrations for the BSSS. CCCares also won the ACT Pathways to VET award. Our Saturday night radio show on NBC 2XX, run entirely by students continues to bring contemporary youth stories to our wider community. Our students have excelled in the Arts with outstanding Drama, Dance, Music and Art productions in our Performing Arts Centre. Many of our students have gone on to exhibit, perform and win roles in local commercial productions such as ACT Concert Band, "Wicked", "Anything Goes" and "High School Musical". We had outstanding sporting success with ACT Champion titles in Tennis, Lawn Bowls, Cricket, Cross Country Skiing, Snowboard Cross, Giant Slalom, Mountain Biking, Athletics, Triathlon, Volleyball, Baseball and Sailing. These reflect a well-rounded achievement for all our students and the college. In 2016 just over 25% of our students represented the school in a school sport.

Progress Against School Priorities in 2016

Below is Canberra 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	724018.73	623212.99	1347231.72
Voluntary contributions	11775.00	58085.00	69860.00
Contributions & donations	65.00	0.00	65.00
Subject contributions	11150.95	17020.13	28171.08
External income (including community use)	36279.43	62604.03	98883.46
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	20378.54	16993.45	37371.99
TOTAL INCOME	803667.65	777915.60	1581583.25
EXPENDITURE			
Utilities and general overheads	173175.54	182567.81	355743.35
Cleaning	127718.16	132328.80	260046.96
Security	17740.00	12391.18	30131.18
Maintenance	90786.81	38489.44	129276.25
Administration	60934.23	28070.19	89004.42
Staffing	7966.03	400800.00	408766.03
Communication	26444.49	5118.10	31562.59
Assets	127245.58	164893.75	292139.33
Leases	19593.07	20843.89	40436.96
General office expenditure	44305.46	35672.95	79978.41
Educational	45470.72	59052.58	104523.30
Subject consumables	18042.13	-1455.43	16586.70
TOTAL EXPENDITURE	759422.22	1078773.26	1838195.48
OPERATING RESULT	44245.43	-300857.66	-256612.23
Actual Accumulated Funds	751672.15	684768.55	751645.55
Outstanding commitments (minus)	-266974.58	0.00	-266974.58
BALANCE	528943.00	383910.89	228058.74

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$20,997 /72 = \$291.62. This is complimented by the use of a total of 65 causal relief days which is comprised of release time to allow beginning teachers and classroom teachers to attend alternative classes or settings.

Voluntary Contributions

In 2016 a total of \$22,135 was receipted in Voluntary Contributions. Of this \$11,260 was donated to the Library Gift fund. 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
IT infrastructure to support ICT Harware and upgrades	\$34,550	2017
CCCaes Van Leases required to maintain the fleet of mini buses to collect students from across the ACT region to parent and child(ren) to attend the program	\$88,000	2017- 2018
CCCaes Vocational Training costs are required to cover training with external RTOs on courses that we are not scoped to certificate	\$13,600	2017-2018
Minor New Works not completed over the summer break	\$39,560	2017

Endorsement Page

I declare that The Canberra 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):	Craig Smith	Judit Kovacs
Community Representative(s):	Cathie O'Neill	
Teacher Representative(s):	Laura Skeates	Theresa Carroll
Student Representative(s):	Jonah Lafferty	Courtney Mattick
Board Chair:	Donna Russell	
Principal:	George Palavestra	

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: 26 / 05 / 2017

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

Board Chair Signature:  Date: 26 / 05 / 2017