



**HAWKER COLLEGE**  
Engage | Inspire | Achieve

# Hawker College

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## 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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## School Board Chair Report

2016 saw the celebration of the 40th anniversary of the opening of Hawker College and the 40<sup>th</sup> anniversary of the ACT College system. The school and the P&C held functions to commemorate and celebrate this milestone.

The Strategic Plan for 2016 – 2020 was developed based on the recommendations of the 2015 external validation.

Principal Peter Sollis was on long service leave and then sick leave for 3 terms of 2015/16, until he retired in term 1 of 2016. Frank Keighley continued to act in the role of Principal until the appointment of Andy Mison, who commenced as the new Principal in term 3. The Board acknowledged and thanked Frank and the staff of Hawker who kept the school running wonderfully in uncertain times, and welcomed Andy and all that he brings to the school in his new role.

### Context

Opened in 1976, the Hawker College has established strong traditions in academic achievement, vocational development, and sporting, artistic and cultural activities. We provide a learning environment that is rigorous, purposeful, supportive, caring and friendly. The college promotes values of honesty, excellence, fairness and respect. Quality learning experiences offered at Hawker College are contemporary and are designed to assist our students in achieving their desired future.

The diverse senior secondary curriculum at Hawker College allows students to structure their learning program with choices to suit their individual needs. Teachers have a high level of expertise in their teaching fields and the college has excellent facilities for use in the fields of study offered. The college has a strong record of innovation in senior secondary education.

To ensure our students reach their full potential, they are provided with extensive student support services. This includes transition support, careers counselling, work experience, academic and vocational package support, pastoral care, school counsellor and chaplain services, and Mentoring and Information Group (MI Group) interviews for Student Pathways Planning.

Hawker is a student-centred college. Our students are encouraged to engage in authentic learning and to participate in extra-curricular activities to make new friends and to develop and broaden their interests. We have high expectations in relation to academic performance, attendance and behaviour. MI Group teachers, supported by a Year Coordinator for each year, monitor the overall progress of each student in MI Group and together with our Careers team advise on their selection of Accredited (A) and Tertiary (T) packages for their secondary college programs.

The priority enrolment area (PEA) of Hawker College encompasses the suburbs of Hawker, Weetangera, Scullin, Page, Holt and Higgins. In 2016 about 35% of total enrolments were from the PEA. These comprised about two-thirds of public students within the PEA. The student population of college age in the PEA has been falling, resulting in reductions in enrolments from 764 at February census in 2010 to 436 at February census in 2016. Significant numbers of students of non English speaking background are enrolled, including international fee-paying students (IPS), who comprise almost 10% of total enrolments.

## Student Information

### *Student enrolment*

In 2016 there were 432 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	234
Female	198
Indigenous	11
LBOTE	122

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	90.0
12	84.0

Source: Planning and Analytics, December 2016

Attendance at the college is consistently monitored, with rolls marked every lesson. In many cases, electronic rolls are often updated in real time and they are at least updated weekly. The Student Services team including Mentoring and Information Group (MI Group) teachers, Year Coordinators and Student Services Coordinator, manage attendance issues in collaboration with classroom teachers, working closely with students and their families. The college uses a Short Message Service (SMS) messaging program and email messaging system to notify parents of student non-attendance.

## 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	83

Source: Teacher Quality Institute, 16 December 2016

Teaching staff members are continually upgrading their qualifications. The college has two teachers with doctorates, many with Master's Degree qualifications and Certificate IV in Training and Assessment.

### **Workforce composition**

The 2016 workforce composition of Hawker 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**

<b>Staff Employment Category</b>	<b>Total</b>
Teaching Staff: Head Count	39
Teaching Staff: Full Time Equivalent Permanent	35.2
Teaching Staff: Full Time Equivalent Temporary	1.2
Non Teaching Staff: Head Count	16
Non Teaching Staff: Full Time Equivalent	13.1

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

In 2016 There was 1 indigenous staff member at this school.

### **Volunteers**

The estimated number of hours volunteers worked with the school during 2016 was 400.

### **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.

Hawker 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 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, 93% of parents and carers, 92% of staff, and 86% 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 24 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.	92
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	88
This school is well maintained.	63
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	88
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	83
Students like being at this school.	96
This school looks for ways to improve.	83
This school takes staff opinions seriously.	54
Teachers at this school motivate students to learn.	83
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	63
Staff are well supported at this school.	63

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 45 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.	98
Teachers at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	82
This school is well maintained.	82
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	69
My child likes being at this school.	93
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	60
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 74 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.	92
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	78
My school is well maintained.	87
I feel safe at my school.	84
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	81
I like being at my school.	75
My school looks for ways to improve.	83
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	76

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**

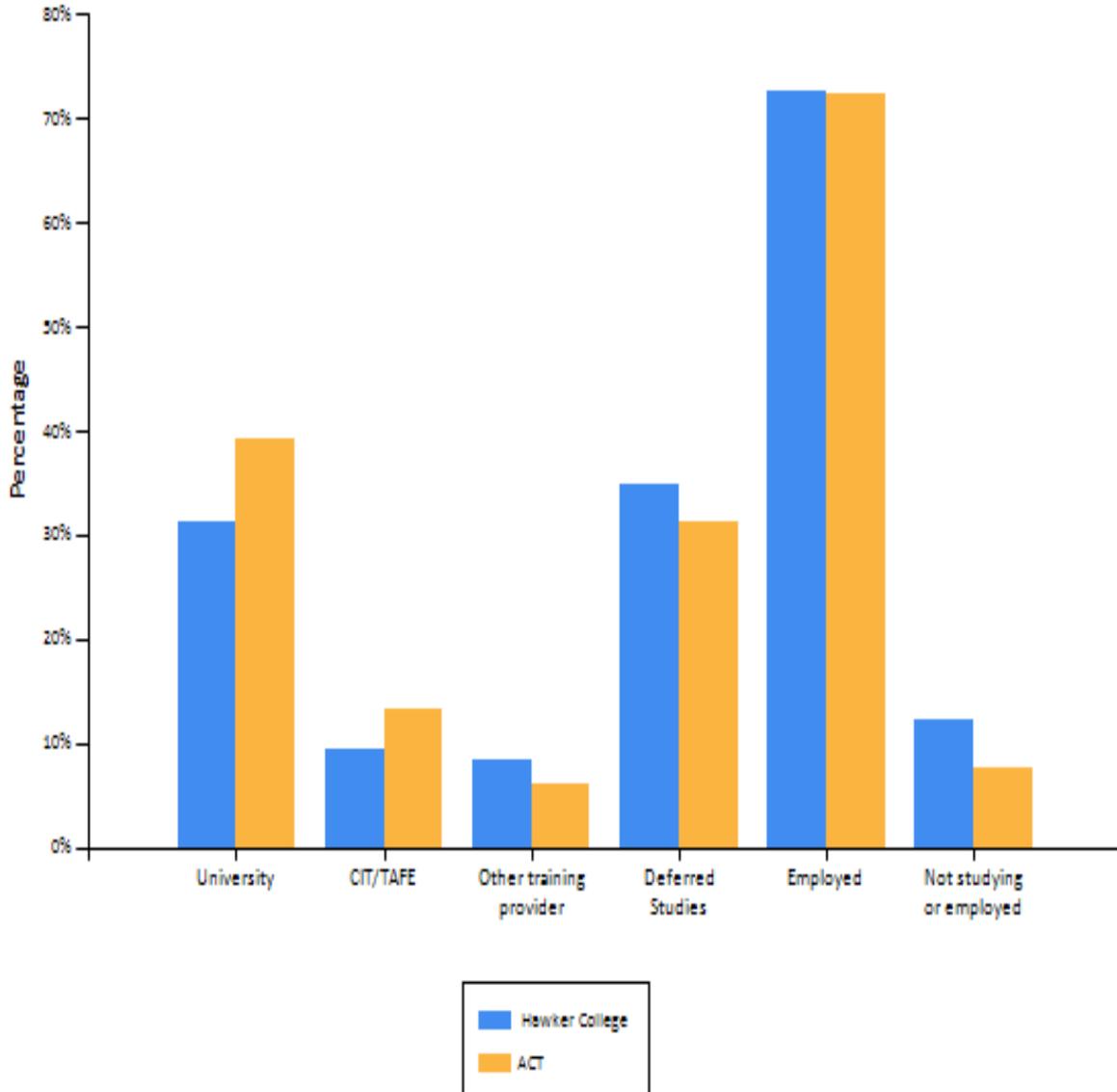
<b>Year 12 Outcomes</b>	<b>Total</b>
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	87.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	88.00
Percentage of year 12 students receiving an ATAR	40.00

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
<b>College (%)</b>	31.1	9.4	8.5	34.9	72.6	12.3
<b>ACT (%)</b>	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

## Performance in Other Areas of the Curriculum

### *Honours Program*

In the extremely successful Hawker College Honours Program for 2016, we had students meet the requirements for Chemistry; Specialist Mathematics; Legal Studies; Psychology; English; History; Dance; Music; Leadership; Sports Fitness & Administration; Automotive Technology; and Metal Engineering. To qualify, students participated in a range of activities including camps and field trips, state and national competitions, conferences and workshops, self-initiated projects and performances in many settings beyond the College environment. Students also had the opportunity to attend lectures held throughout the year at Hawker College. Visiting speakers from universities, business and industry presented informative lectures. These public lectures were available to all students at Hawker College.

### *Faculty 1*

(Visual & Performing Arts, Technology, Hospitality, Tourism, Fashion & Food)

The Hawker College mission is to provide an engaging, inspiring and inclusive community of learning dedicated to supporting students in developing high quality academic, vocational and social skills. Hawker College enables students to achieve their individual potential and successfully pursue future pathways. The Arts and Technology deliver subjects rich in rigor, with authentic assessment opportunities embedded to strategically extend our 'core' curriculum, have a direct and positive impact on the school and the local community.

Drama is a strong focus at Hawker. Not only do students participate in challenging high quality curriculum, they engage with our community and network schools. Theatre For Young People- Performances of group devised pieces at the cluster primary schools. Bell Shakespeare- school workshops with invited high school students joining us. Acting Up Festival of Original Short Plays- Hawker College finalists resulting in mentoring visits and 3 community performances. Mid year showcase a culmination of Performing Arts works to a local community audience. Drama Camp to Birrigai culminating in two full length plays: *Cosi* by the Actor and Director class and *Play On* by the Theatre and Production class. The creation and performance of this work offered student leadership opportunity and empowerment. Quality Poster design to market these in print and social media form. Hawker College was advertised with a feature banner on Stagecenta.com

The 40th Anniversary Vocal Ensemble, featured a special combined performance with Hawker Primary School. Song Makers: Students were visited by SongMakers in Semester 1. Robert Connelly, a professional producer, and Georgi Kay, singer-songwriter, visited the college for a 2-day composition and production workshop. This workshop gave students access to knowledge and experience from inside the music industry.

Music students went on excursion to see *Carmen* at the Opera House, also visiting AIM (Australia Institute of Music) in Sydney where they participated in a contemporary music workshop. They worked together to perform a song, discussed the different courses available and had a tour of the facilities. Students were involved in *Limelight* as feature performers 2016, and lunch time concerts featured in the college throughout the year.

Artist in Residence and Alumni Projects were integral to curriculum in 2016. An ongoing partnership arrangement with Kangara Waters Aged Care facility allowed students to interact with residents and produce poignant and meaningful artworks culminating in a portraiture exhibition. Students contributed the annual *Limelight* exhibition, including Bethany Jones in Year 12, who was featured in

the Belconnen Chronicle. Hawker student work was selected by the curator of the College Express exhibition at the Belconnen Arts Centre.

Direct links and workshop opportunities continued in 2016 for students with the ANU School of Art. High quality exhibitions of students work are rotated around the college throughout the year. Social Media has been well utilised by Visual Arts to promote the area and students creative endeavors, Instagram lends itself particularly well to sharing these works.

The program this year included in house workshops with Kym Hamilton of Bom Funk Studios (Moulin Rouge Dancer) and Holly Diggie Contemporary Dance. Excursions visited the Sydney Dance Company and the Colleges Practical Moderation Day. This year's Dance Festival, featured a stunning performance with the collaboration of dance and music on stage.

College students teaching Weetangera Primary Year 6 students for their graduation performance in week 10 was a formative experience. They have expressed an interest in this initiative continuing. Hawker College hosted an energetic end of year Dance and Fashion Spectacular with an audience well populated by ex-Hawker students coming to support this tradition.

In Furniture Construction a number of authentic projects gave students real world opportunities to test their skill. These involved designing and building a Belconnen High School lectern, Legal Studies gavels, and Theatre- set pieces and french doors for the school productions in 2016.

Auto and Metal students undertook excursions to Tharwa Forge and Blue Scope Steel to better understand the supply chain and industrial context of their skills development. A number of students created innovative major works including Corinna Schubert's welded bear and Jake Day-Rea's go-cart.

The opening of the Belconnen Regional Trade Skills Centre involved three Hawker College Students working with other College students in an intensive on the job training day. Hawker College has a brand new kitchen and server space with industry standard equipment, and students have enjoyed the opportunity.

Hospitality students have been involved with some exciting opportunities this year including: Catering for Open Night, Catering for the official opening of limelight- producing over 1500 canapes for the evening. The Hawker College 40th Anniversary lunch, Hawker College P&C Social night 3 course dinner, and themed lunches for local primary and high schools including a Mandarin, Indonesian and French Lunch. Catering for the Drama productions, involvement in the official opening of the Belconnen Regional Trade Training Centre. An excursion to the CIT taste day enabled students to make connections to post studies in the field of Hospitality and Tourism.

## **Faculty 2**

(Maths, Commerce, Social Sciences, Languages)

The innovative pedagogical model in use for Mathematics instruction continued to yield improvements for students, particularly for those students not typically considered high achieving. The five year trend data shows increasing numbers of students moving from E & D results into C & B results. The model has attracted considerable attention from schools in the ACT and beyond, with several visits by schools from other jurisdictions including Singapore, to examine the model.

[www.hawkermaths.com](http://www.hawkermaths.com)

This website is used extensively to publish weekly Learning Briefs for all maths courses, and it had been accessed by our students and their parents, and by teachers/students from nine other countries. From the 1st of February to the 15th of November this year, we have had about 35000 impressions by about 5500 users.

The annual Australian Mathematics Competition (AMC) organized by the Australian Mathematics Trust, is per capita the largest of its kind in the world. Over 600 000 students from more than 40 countries participate in the competition annually. This year we had many mathematics students competing, with many receiving High Distinctions, Distinctions and Credits. Earlier in the year the same students sat the Computational and Algorithmic Thinking Competition (CAT), also organised by the Australian Mathematics Trust, also achieving a number of distinctions and credits.

A year 12 student was successful in her nomination for the Sneddon Hall and Gallop Scholarship legal scholarship. She delivered an outstanding speech to the panel at their chambers in Deakin in October. A year 11 student was selected by the Business Educators ACT panel to as one of only six ACT students to attend a residential program at the UBS Finance and Business Academy in Sydney in July.

Hawker's debating team successfully debated contentious issues at the Legislative Assembly in March.

Hawker College hosted the annual Mock Trial competition involving colleagues from all sectors. The Hawker College team competed successfully, winning 3 out of 4 of their rounds.

Our students and staff are involved in running the Bridge Project with Indonesian and Thai partner schools, co-ordinated by SLC Sheikh Faisal. A number of YouTube videos and other teaching resources were shared with overseas partner schools and with local Schools in an effort to build community learning relationships.

### ***Faculty 3***

(Science, Information Technology, Library and Physical Education)

As well as participation in many Science and Sporting competitions, Hawker students have been well represented in a broad range of activities across the Science, IT and PE faculties. A number of students achieved distinctions and credits in the Australian Science Olympiad, the Rio Tinto Big Science competition and the ICAS Science Competition.

Students in Year 12 have been eligible to apply for the 2 scholarship positions offered by the AIE to Hawker students. The AIE also provides \$20,000 in grant money to the college as well as \$500 subject prizes to student in IT, Design (Graphical) and Design (CAD).

Outdoor Education students have been involved in a range of activities, including surfing, canyoning, skiing & snowboarding and SCUBA. Thirteen students successfully obtained their Open Water and Advanced Diver Qualifications through the SCUBA program. As part of the Surfing program twenty students obtained their APOLA Ocean Safety Surfer Award.

Hawker students competed at a wide range of intercollege sporting tournaments and performed at very high levels. Our students enjoyed success in many areas and went on to win the Mixed Hockey and Ten Pin Bowling competitions.

A number of our students have excelled beyond the college as Australian and ACT Sporting Representatives in Hockey, Water Polo, Softball, Athletics and Rugby.

In conjunction with the AIE, Hawker College has hosted a Certificate III in Game Development foundations evening course, where students from across the cluster and region have had the opportunity to undertake a challenging course in computer game development. As part of their assessment in this course students have also had to work collaboratively with students from the colleges design course to develop graphic elements for their games.

Sport, Fitness and Administration classes have been involved in organising, supporting and facilitating the following events in 2016:

Year 11 – Macgregor Primary School Swimming, Athletics, Cross Country Carnivals, Kingsford Smith Cross Country and Athletics Carnivals, ACT Colleges Indoor Cricket and Mixed Netball Competitions.

Year 12 – Hawker and Weetangera Primary School Swimming, Cross Country and Athletics Carnivals, SC-ORE interschool orienteering challenge, Just Play Gala Day in partnership with school sport ACT, Sneddon Hall and Gallop “Be the Best You Can Be” Disability Sports Day and the Ronald McDonald House Red Wig Run.

#### **Faculty 4**

(History, English, ESL and Media)

In 2016, three members of the faculty were recognised in the Public Education Awards of Excellence in the categories of School Leader of the Year and Secondary Teacher of the Year. Such nominations further demonstrate the high calibre of teachers at Hawker College and our focus on quality teaching.

The end of 2016 marks the completion of Hawker Humanities' first full round of implementation of the Australian Curriculum Senior Secondary courses in English, Literature, Essential English, ESL, Bridging ESL, Ancient History and Modern History. Pre-Modern History was also introduced this year. We are proud that despite Hawker being one of the smaller colleges, we are able to offer the full suite of English and History courses with substantial class sizes and student engagement.

Teachers from across the ACT have sought advice from Hawker College Humanities in regard to the implementation of new Australian Curriculum Senior Secondary English courses, building community partnerships of a particular nature.

AST preparation in 2016 was led by Julia Braguina of the Humanities faculty and conducted throughout the year. English teachers incorporated AST-style assessment tasks into their units to further prepare students for the AST.

Partnerships with Belconnen network schools have strengthened reciprocal understandings of curriculum and assessment tasks, streamlining transition from high school to college. This year we also supported Kingsford Smith School's inaugural Writer's Camp by sending along three interested students who led and participated in workshops for Year 6-10 students.

The Hawker Humanities faculty continues to maintain strong partnerships with the International Education Unit and the Secondary Introductory English Centre to ensure the smooth transition of students who are new to Australia.

A community partnership has formed with the Belconnen Branch of the RSL. This relationship was initiated last year in relation to our Anzac Day Centenary Commemoration, and was further enhanced this year.

### Excursions

History - National Library of Australia reading rooms, the Celestial Empire exhibition at the National Library of Australia, the Encounters exhibition and the History of the World in 100 Objects exhibition both at the National Museum of Australia, and a visit to the Nicholson Museum (Sydney University)

English - theatre performances at the Canberra Theatre Playhouse: Wuthering Heights (Year 11 Literature) and at the Q Theatre, Queanbeyan : All My Love( Year 12 English)

ESL - National Portrait Gallery of Australia (Year 11 T/A)

Media - the 50 years of Playschool exhibition at the National Museum of Australia and a film screening at Palace Cinemas.

### Incursions

Shake and Stir Theatre Wuthering Heights workshop, Bell Shakespeare Masterclass (with Drama )

Visiting speakers

Dr Duncan Wright Archaeologist and ANU lecturer, David Pech – philosophy in ancient civilisations

### Competitions

Integrated with their History studies, students were encouraged to participate in the National History Challenge. Three Year 12 students attained Certificates of Excellence. Two Year 11 English students were recognised in the Dorothea Mackellar Poetry Prize.

### **Faculty 5**

(Student Support Services)

As part of the College 2016 Wellbeing foci (Diversity, Inclusion, Gender Violence) various special events/ speakers were organised. These included an address from David Morrison, 2016 Australian of the Year (Equality and Domestic Violence); Dr Andrew Leigh (student involvement in the Democratic process); and a Refugee Forum that included a distinguished panel of speakers (Shane Rattenbury - Minister for Education, Dr John Minns - ACT Refugee Action Committee, Indra Esquerra - Greens, Leah Dwyer - ALP and Liz Hughes-Brown - ACT Red Cross.) Other PR events involving student leaders/ ambassadors and Student Services staff included the 40th Anniversary celebrations, Open Night, ANZAC/ Remembrance day celebrations, Trivia Night, Year 12 Formal, Year 12 Breakfast, Year 12 Graduation and the College Year Group Meetings.

One of the year's highlights was the inaugural 'Teddy X' day at Hawker where student leaders organised a TEDx style event which aimed to promote student voice and empowerment, as well as to provide an engaging, inspirational and contemporary educational experience that showcased community expertise and built school culture. At this event distinguished guests, experts in their chosen fields, community members, teachers and students were invited to present 10 minute talks on engaging, inspiring and enlightening topics related to education and current social issues. Some key presenters at this event included, Lindy Hou – Gold medal winning Paralympian, Violet Sherida - Indigenous Leader, John Hinchley – Victims of Crime Commissioner, Jeevan Haikerwal - President of UN Youth ACT and Karen Middleton- Political Journalist & Author, to name just a few.

In 2016 students represented the college in leadership forums including School Board representation, membership of the highly active Student Leadership Group (SLG), participation in Gaia – our successful student sustainability group, advocacy through SIA – students for Inclusion and Autonomy and lastly spiritual leadership/ community service through the Energise group.

Student Services proceedings and events included: Year Meetings, Year 12 Formal, Year 12 Graduation, Trivia Night, TEDDYx, ANZAC/ Remembrance day celebrations, Refugee forum.

## **Progress Against School Priorities in 2016**

Below is Hawker 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

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	484115.35	450577.00	934692.35
Voluntary contributions	12760.00	6393.00	19153.00
Contributions & donations	10550.00	7471.00	18021.00
Subject contributions	15310.75	17718.69	33029.44
External income (including community use)	5898.80	1952.61	7851.41
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14144.23	9867.25	24011.48
<b>TOTAL INCOME</b>	<b>542779.13</b>	<b>493979.55</b>	<b>1036758.68</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	80131.98	113743.49	193875.47
Cleaning	63226.28	61910.74	125137.02
Security	1060.00	583.18	1643.18
Maintenance	66421.70	58489.84	124911.54
Administration	11841.80	15605.99	27447.79
Staffing	234014.00	0.00	234014.00
Communication	8969.60	4512.77	13482.37
Assets	55523.48	11989.06	67512.54
Leases	-10852.70	14289.67	3436.97
General office expenditure	29938.84	24187.81	54126.65
Educational	42011.42	15769.63	57781.05
Subject consumables	3391.64	11277.53	14669.17
<b>TOTAL EXPENDITURE</b>	<b>585678.04</b>	<b>332359.71</b>	<b>918037.75</b>
<b>OPERATING RESULT</b>	<b>-42898.91</b>	<b>161619.84</b>	<b>118720.93</b>
<b>Actual</b> Accumulated Funds	197076.14	349629.17	208030.80
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>154177.23</b>	<b>511249.01</b>	<b>326751.73</b>

### Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$393.68 per fulltime teacher.

### Voluntary Contributions

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
9911- Carbon Neutral Loan	\$37,295.34	This loan is top cover costs associated with paying off the CNL 2015-2020
9911-MAI Maintenance 2015-17: Monies to be used for ongoing maintenance: eg: classroom modifications.	\$31,298.24	2015-2017
9911-STF – Staffing 2016 : cover staffing debt for 2016	\$100,000.00	2017
9911-THT Murraraji Theatre: to cover ongoing costs to maintain Murraraji theatre	\$7,170.00	Ongoing

## Endorsement Page

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

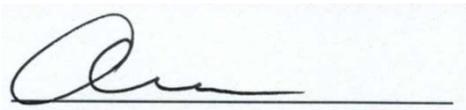
- 39 (4) The school board must give effect to the chief executive’s directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
  - a) the member is absent from 3 consecutive meetings of the board without 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

<b>Parent Representative(s):</b>	Rebekah Gupte	Carolyn Fisher	Ashok Krishnan.
<b>Community Representative(s):</b>	None		
<b>Teacher Representative(s):</b>	Frank Keighley, Semester 1	Andy Mison, Semester 2	Chris Brown, Crystal Mahon
<b>Student Representative(s):</b>	Evan Cashman	Laura Pease	
<b>Board Chair(s):</b>	Rebekah Gupte.		
<b>Principal(s):</b>	Frank Keighley, Semester1, Acting	Andy Mison, Semester 2, 2016	

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.

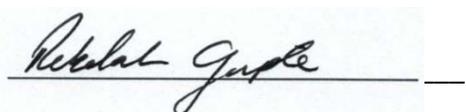
Principal Signature:



Date: 02 / 06 / 2017

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

Board Chair Signature:



Date: 02 / 06 / 2017