



Canberra College

Annual School Board Report 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 range of ways, including through:

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

Summary of Board Activity

On behalf of the Board, I would like to congratulate the 2019 students of Canberra College. The 2019 cohort undertook numerous performances, exhibitions, excursions, volunteering, hospitality events and sporting endeavours.

Canberra College is proud of the range of pathways the school offers for students including Canberra College Cares Program for young parents, Australian School Based Apprenticeships, University courses at ANU, Vocational Education, the Futures Program, and the Big Picture Program. These programs add to the educational opportunities available and mean Canberra College attracts a wonderfully diverse range of students.

The graduating class of 534 students achieved excellent results, with 96% receiving a Senior Secondary Certificate. 49% of the class obtained an Australian Tertiary Entrance Rank with a median ATAR of 78.15 and of those, 82% qualified for an Australian university. As well, 34% of students engaged in nationally recognised Vocational Education and Training Programs.

Financially, the College remains in a healthy position and has been able to fund much needed upgrades to school infrastructure including starting the construction of an innovation? centre that has been many years in the planning.

I would like to thank all of those who supported our students during the year, including parents, carers, teachers, administrative staff, the School Leadership Team and other members of the board. I would particularly like to thank Michael Battenally, who took over as the acting Principal at the beginning of 2019.

Donna Russell

Canberra College School Board Chair 2019

School 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 this reporting period there were a total of 1,124 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	512
Female	612
Aboriginal and Torres Strait Islander	47
LBOTE*	239

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	66.12
Teaching Staff: Full Time Equivalent Temporary	4.80
Non Teaching Staff: Full Time Equivalent	30.77

Source: ACT Education Directorate, People and Performance Branch

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*’. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2019. A copy of the Report of Review 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 80% of parents and carers, 96% 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 74 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 give useful feedback.	88
Parents at this school can talk to teachers about their concerns.	96
Staff are well supported at this school.	85
Staff get quality feedback on their performance.	67
Student behaviour is well managed at this school.	89
Students at this school can talk to their teachers about their concerns.	99
Students feel safe at this school.	95
Students like being at this school.	92
Students' learning needs are being met at this school.	92
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	93
Teachers at this school treat students fairly.	97
This school is well maintained.	92
This school looks for ways to improve.	97
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	87
Teachers give useful feedback.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 382 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	
I can talk to my child's teachers about my concerns.	82
My child feels safe at this school.	91
My child is making good progress at this school.	73

My child likes being at this school.	86
My child's learning needs are being met at this school.	74
Student behaviour is well managed at this school.	63
Teachers at this school expect my child to do his or her best.	84
Teachers at this school give useful feedback.	72
Teachers at this school motivate my child to learn.	73
Teachers at this school treat students fairly.	80
This school is well maintained.	84
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	64
This school works with me to support my child's learning.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 383 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in agreement with each national opinion item

National opinion item	Proportion of students
I can talk to my teachers about my concerns.	63
I feel safe at this school.	78
I like being at my school.	68
My school gives me opportunities to do interesting things.	77
My school is well maintained.	80
My school looks for ways to improve.	71
My teachers expect me to do my best.	89
My teachers motivate me to learn.	68
Staff take students' concerns seriously.	69
Student behaviour is well managed at my school.	63
Teachers at my school treat students fairly.	77
Teachers give useful feedback.	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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	89.47
Receiving an ACT Senior Secondary Certificate	89.47
Receiving an ATAR	45.61

Source: Board of Senior Secondary Studies

Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in this reporting period. 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 by percentage

Outcome	College	ACT
University	40.0	43.3
CIT/TAFE	14.3	11.6
Other training provider	5.1	4.6
Deferred Studies	31.2	29.5
Employed	77.0	75.2
Not studying or employed	6.5	7.2

Source: ACT Education Directorate, Analytics and Evaluation Branch

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: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	818649.29	566711.96	1385361.25
Voluntary contributions	6700.00	85150.00	91850.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	0.00	51.12	51.12
External income (including community use)	82275.04	40630.54	122905.58
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	15773.23	12248.99	28022.22
TOTAL INCOME	923397.56	704792.61	1628190.17
EXPENDITURE			
Utilities and general overheads	197153.31	228871.33	426024.64
Cleaning	138729.28	942.47	139671.75
Security	20105.78	35998.10	56103.88
Maintenance	279878.43	171459.83	451338.26
Administration	58421.54	32980.82	91402.36
Staffing	0.00	0.00	0.00
Communication	12226.90	14027.91	26254.81
Assets	52347.98	63742.44	116090.42
Leases	47995.76	38286.40	86282.16
General office expenditure	73229.50	57216.03	130445.53
Educational	102382.46	73856.99	176239.45
Subject consumables	18113.86	32413.38	50527.24
TOTAL EXPENDITURE	1000584.80	749795.70	1750380.50
OPERATING RESULT	-77187.24	-45003.09	-122190.33
Actual Accumulated Funds	422297.75	594205.36	434205.36
Outstanding commitments (minus)	-45726.94	0.00	-45726.94
BALANCE	299383.57	549202.27	266288.09

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 2019.

Reserves

Name and Purpose	Amount	Expected Completion
Toilet Upgrade - Created to improve staff amenities upgrade programme	120,000	2021
Carbon Neutral Loan - created to fund repayment of loan agreement	40,000	2020
STEM Facility – created to partially fund the building of a new facility for STEM to enhance the delivery of STEM curriculum and other courses	375,110	2021
CCCares – Vocational Education- created to assist in the ongoing costs of student Vocational education – ASBA payments	101,600	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Shari Luckhurst	Karen Strickland	Becki Sonter
Community Representative(s):	Donna Russell		
Teacher Representative(s):	Roslyn Woods	Samantha Moss	
Student Representative(s):	Emily Jones	Hamish McKinnon	Elizabeth Whitbread
Board Chair:	Donna Russell		
Principal:	Michael Battenally		

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

Board Chair Signature:



Date:

Donna Russell

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:

Michael Battenally

Date: