



Canberra College

Annual School Board Report 2018



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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

School report to communities in range of ways, including through:

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

School Board Chair Report

On behalf of the Board, I would like to congratulate the 2018 graduating, and continuing, students of Canberra College. 2018 Year 12 TES eligible students achieved excellent results. The median ATAR was 78.6 and 80% of students achieved an ATAR of 65 or above.

Sincere thanks to all of the people who supported the students, including parents, teachers, the School Leadership Team, Business Manager, Deputy Principal, and Principal. Sincere thanks to Melissa Planten, Acting Principal for much of 2018, who provided strong leadership and vision for students and staff alike.

2018 was another growth year for Canberra College with increasing applications and enrolments, ensuring sustained course choices and delivery of academic and wellbeing programs. The college continues to manage, and upgrade learning areas as required within resourcing constraints.

Canberra College is proud of the range of pathways the school offers for students to gain their ACT Senior Secondary Certificate (ACT SSC) including Canberra College Cares Program for young parents, Australian School Based Apprenticeships, Vocational Education, the Futures Program, the Big Picture Program, concurrent with Tertiary and Accredited packages leading to future tertiary study, vocational training and joining the workforce.

Financially, the College is in a good position and has been able to fund much needed and appreciated upgrades to school infrastructure. The College has exciting plans for further improvements.

The College continues to foster additional community opportunities beyond the classroom, and seeks to establish engaging learning opportunities for all.

The Board is grateful to the school for providing a wonderfully inclusive learning environment.

Lara Bishop

Canberra College School Board Chair 2018

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 2018 there were a total of 1,158 students enrolled at this school.

Table: 2018 Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 513 |
| Female | 645 |
| Aboriginal and Torres Strait Islander | 53 |
| LBOTE* | 251 |

*Language Background Other Than English
Source: Analytics and Evaluation, December 2018

Student attendance

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

Table: 2018 Attendance rates in percentages*

| Year level | Attendance rate |
|------------|-----------------|
| 11 | ** |
| 12 | ** |

Source: Analytics and Evaluation, December 2018

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

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

Supporting attendance and managing non-attendance

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

Staff Information

Teacher qualifications

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

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

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

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

Table: 2018 Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 73.22 |
| Teaching Staff: Full Time Equivalent Temporary | 3.00 |
| Non Teaching Staff: Full Time Equivalent | 23.64 |

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

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School*

Improvement in Canberra Public Schools, A Framework for Performance and Accountability. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

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

Our school will be reviewed in 2019. A copy of the most recent validation report can be found on our school website.

School Satisfaction

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

Overall Satisfaction

In 2018, 82% of parents and carers, 96% of staff, and 78% 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 46 staff responded to the survey. Please note that not all responders answered every question.

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

| National opinion item | |
|--|----|
| Teachers at this school expect students to do their best. | 98 |
| Teachers give useful feedback. | 90 |
| Teachers at this school treat students fairly. | 91 |
| This school is well maintained. | 85 |
| Students feel safe at this school. | 93 |
| Students at this school can talk to their teachers about their concerns. | 96 |
| Parents at this school can talk to teachers about their concerns. | 96 |
| Student behaviour is well managed at this school. | 85 |
| Students like being at this school. | 93 |
| This school looks for ways to improve. | 82 |
| This school takes staff opinions seriously. | 64 |
| Teachers at this school motivate students to learn. | 91 |

| | |
|---|----|
| Students' learning needs are being met at this school. | 89 |
| This school works with parents to support students' learning. | 84 |
| Staff get quality feedback on their performance | 80 |
| Staff are well supported at this school. | 73 |

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 197 parents responded to the survey. Please note that not all responders answered every question.

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

| National opinion item | |
|--|----|
| Teachers at this school expect my child to do his or her best. | 91 |
| Teachers give useful feedback. | 75 |
| Teachers at this school treat students fairly. | 90 |
| This school is well maintained. | 92 |
| My child feels safe at this school. | 91 |
| I can talk to my child's teachers about my concerns. | 86 |
| Student behaviour is well managed at this school. | 78 |
| My child likes being at this school. | 85 |
| This school looks for ways to improve. | 78 |
| This school takes parents' opinions seriously. | 75 |
| Teachers at this school motivate my child to learn. | 80 |
| My child is making good progress at this school. | 73 |
| My child's learning needs are being met at this school. | 77 |
| This school works with me to support my child's learning. | 70 |

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 319 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 11 to 12 in agreement with each national opinion item

| National opinion item | |
|---|----|
| My teachers expect me to do my best. | 89 |
| Teachers give useful feedback. | 69 |
| Teachers at my school treat students fairly. | 80 |
| My school is well maintained. | 81 |
| I feel safe at this school. | 81 |
| I can talk to my teachers about my concerns. | 66 |
| Student behaviour is well managed at my school. | 62 |
| I like being at my school. | 67 |

| | |
|--|----|
| My school looks for ways to improve. | 70 |
| Staff take students' opinions seriously. | 72 |
| My teachers motivate me to learn. | 70 |
| My school gives me opportunities to do interesting things. | 77 |

Source: 2018 School Satisfaction Surveys, August/September 2018

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

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

Learning and Assessment

Outcomes for College Students

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

Table: Year 12 outcomes for students by percentage

| Outcome | Proportion of students |
|--|------------------------|
| Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting | 98.50 |
| Receiving an ACT Senior Secondary Certificate | 97.80 |
| Receiving an ATAR | 56.90 |

Source: Board of Senior Secondary Studies 2018

Post School Destination

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

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

| Outcome | College | ACT |
|--------------------------|---------|------|
| University | 35.9 | 41.1 |
| CIT/TAFE | 14.1 | 12.7 |
| Other training provider | 4.9 | 5.3 |
| Deferred Studies | 35.0 | 31.0 |
| Employed | 75.2 | 74.9 |
| Not studying or employed | 8.3 | 6.6 |

Source: Planning and Analytics

Financial Summary

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

Table: Financial Summary

| INCOME | January-June | July-December | January-December |
|---|---------------------|----------------------|-------------------------|
| Self-management funds | 821952.99 | 706898.24 | 1528851.23 |
| Voluntary contributions | 3475.00 | 89000.00 | 92475.00 |
| Contributions & donations | 0.00 | 350.00 | 350.00 |
| Subject contributions | 0.00 | 0.00 | 0.00 |
| External income (including community use) | 86208.29 | 83237.11 | 169445.40 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 11895.34 | 16584.18 | 28479.52 |
| TOTAL INCOME | 923531.62 | 896069.53 | 1819601.15 |
| EXPENDITURE | | | |
| Utilities and general overheads | 150437.93 | 196626.94 | 347064.87 |
| Cleaning | 129699.21 | 131975.50 | 261674.71 |
| Security | 4453.41 | 29882.76 | 34336.17 |
| Maintenance | 54790.70 | 49641.42 | 104432.12 |
| Administration | 31172.68 | 14979.20 | 46151.88 |
| Staffing | 0.00 | 9047.50 | 9047.50 |
| Communication | 13193.08 | 12216.42 | 25409.50 |
| Assets | 205108.40 | 55663.82 | 260772.22 |
| Leases | 18687.01 | 30570.29 | 49257.30 |
| General office expenditure | 118573.89 | 100049.14 | 218623.03 |
| Educational | 80555.67 | 72457.31 | 153012.98 |
| Subject consumables | 20706.20 | 23939.03 | 44645.23 |
| TOTAL EXPENDITURE | 827378.18 | 727049.33 | 1554427.51 |
| OPERATING RESULT | 96153.44 | 169020.20 | 265173.64 |
| Actual Accumulated Funds | 296909.44 | 503611.53 | 328611.53 |
| Outstanding commitments (minus) | -34641.31 | 0.00 | -34641.31 |
| BALANCE | 358421.57 | 672631.73 | 559143.86 |

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 2018.

Reserves

| Name and Purpose | Amount | Expected Completion |
|--|---------------|----------------------------|
| 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 |
| CCCare – Vocational Education- created to assist in the ongoing costs of student Vocational education – ASBA payments | 101,600 | 2020 |

Endorsement Page

Members of the School Board

| | | | |
|-------------------------------------|-------------------|-------------------|--------------------|
| Parent Representative(s): | Shari Luckhurst, | Lillian Verschoor | |
| Community Representative(s): | Donna Russell | | |
| Teacher Representative(s): | Ros Woods, | Viktor Halas | |
| Student Representative(s): | Ruby Zandona, | Emily Jones | |
| Board Chair: | Lara Bishop | | |
| Principal: | George Palavestra | Melissa Planten | Michael Battenally |

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

Board Chair Signature: Lara Bishop

Date: 31 / 05 / 2019

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

Principal Signature: Michael Battenally

Date: 31 / 05 / 2019