



Pictured above: Hawker College

HAWKER 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 Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

In March 2018 the School Board participated in the de-brief of the consultation phase of the ACT Government's Future of Education. The emergent themes informed the development of the 2019-20 revised School Plan, particularly in the areas of learning progress for all students (equity and individualised learning); transitions through the stages of schooling; opportunities and pathways for all students; and collaborative approaches to support students learning.

In 2018 the School Board commissioned CCJ architects to work with the school to develop a School Infrastructure Masterplan. Consistent with the Future of Education Strategy, the Masterplan provides scope and planning to guide future renovation and refit of the College to facilitate services and programs for Hawker College over the next decade. The Masterplan was completed in November 2018 and is available on the School Website.

A 2018 priority for Hawker College was to 'Build and promote an engaging and inspiring school community working to improve learning and wellbeing outcomes for all students.' To this end the school implemented numerous events, programs and partnerships involving students and staff, contributing to a positive school culture and supporting student wellbeing and outcomes. As part of this priority students led ANZAC and Remembrance day services; a cluster Arts and Technology Festival; student leadership of numerous feeder school sports and swimming carnivals; the second annual Hawker Tree Day; Music, Drama and Outdoor Education camps; significant increase in the use of school facilities by community groups; refurbishment of various teaching and learning areas consistent with the College Masterplan, including a student designed arts open area and ATSI teaching space; reinstatement and use of our greenhouse; a new Maker Space IT & Engineering lab; strong growth in student action groups such as our Student Leadership Group, Gender Equity Group and Sustainability Group; student led assemblies and events such as a trivia night, e-games afternoons and movie afternoon; Friday pancake breakfasts and weekly wellbeing morning teas for staff; college sports teams in numerous competitions; successful transition and enrolment events and programs in partnership with feeder schools; partnerships with ANU, ASD and Greening Australia; a strengthened school band invited to perform at the BSSS Recognition of Excellence ceremony; student teams in debating and Mock Trial competitions; a number of value add training programs such as Road Ready and White Card Asbestos training.

Several courses, programs and initiatives were introduced, and others further developed in 2018 including Agriculture, Business Services Global Studies courses. Staff collaborated to implement a more rigorous AST program, which contributed directly to improved ATAR results for Tertiary students.

In July 2019 the College introduced a new Course Information and Subject Selection process to provide a smoother transition from High School for prospective students and to better target

resources into 2019. With a 10 percent growth in enrolment it was also determined that a new faculty for the 'Active Arts' (Performing Arts & Physical Education subjects) should be established with a new School Leader position established to lead the new faculty.

The Board also supported the consolidation of administrative staff and functions in Student Services and Front Office Administration to support increased efficiency and to balance workload requirements for the school. The Board also endorsed an aggregation of budget lines to consolidate allocations for curriculum resources for more targeted and flexible use, along with a proposal abolish subject related voluntary contributions from parents in favour of a single annual voluntary contribution to be introduced in time for the 2020 school year.

In late 2018 the school underwent a benchmarking audit for Career Services (The Australian Centre for Career Education). Hawker College is the first ACT school to undertake this process and achieved the benchmark in two of the seven domains, the only school to have done so. The reviewer noted that "the College provides an exemplar model of delivery and is one of the best examples of career development programs currently available in the ACT."

A priority in 2018 was the systematic use of data to identify gaps in student achievement. The school completed 21 Individual Learning Plans (ILP) and collaboratively developed macro-enabled learner profiles for a further 45 students. From 2018 the College has ensured all classes have a Google Classroom in operation. Collation of a comprehensive transition data tool with a broad range of information collected from feeder schools for every student transitioning to Hawker College in 2019 was also completed.

Through close weekly monitoring of student progress and intervention 96 percent of year 12 students completing the semester achieved year 12 Certification. This is the highest result for Hawker College. The school's median ATAR increased by 5 percent from the 2017 result of 73.1 to 78 in 2018.

In 2018 staff meeting time was re-designated for collaborative professional learning workshops focussed on learner progress. The timetable was also adjusted to allow time for teachers to work in student result focussed professional learning teams. School wide principles and expectations were established through school leader led collaborative workshops such as a consensus that all students can succeed; a focus on building collective teacher efficacy; a focus on the role of teachers as practitioners and evaluation of their own teaching impact through inquiry cycles; and a shared objective to support students to improve their personal agency. By the end of 2018 all staff completed draft programs of learning that identify the essential learning for students as the basis for inquiry practice in 2019. These are transparently shared on a Google drive.

In 2018 a Youth Worker and Study Support teacher were employed, and all year 11 students participated in tutorials designed to support their transition to college and success in their academic program. The number of students receiving 'Special Consideration' was also dramatically reduced. Through the student services team and Mentoring and Information (MI) Group pastoral care program, a high priority was placed on individual counselling for wellbeing and academic packages. This directly resulted in a significantly higher number of students participating in work experience, structured workplace learning, Australian School Based Apprenticeships, and ultimately in the highest rate of year 12 certification in the history of our college.

The school reviewed the progress of the 2016-20 school plan and conducted a desktop school review. Based on the findings of this review; the Future of Education consultation and the Careers Benchmarking audit an interim 2019-20 School plan was designed with a more explicit focus on

student learning progress and wellbeing and on successful transitions to, through and from the college with new improvements targets set for student results.

School 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 of Hawker College encompasses the suburbs of Hawker, Weetangera, Scullin, Page, Holt and Higgins.

Student Information

Student enrolment

In 2018 there were a total of 482 students enrolled at the school.

Table: 2018 Student enrolment

Student type	Number of students
Male	241
Female	241
Aboriginal and Torres Strait Islander	15
LBOTE*	108

*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	**

** 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 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	30.80
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	15.19

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 2020. A copy of the most recent validation report 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. During August and 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 83 percent of parents and carers, 97 percent of staff, and 79 percent 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 39 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.	97
Teachers give useful feedback.	87
Teachers at this school treat students fairly.	97
This school is well maintained.	72
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	87
Students like being at this school.	92
This school looks for ways to improve.	92
This school takes staff opinions seriously.	62
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	89
Staff get quality feedback on their performance	58
Staff are well supported at this school.	69

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 136 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.	87
Teachers give useful feedback.	78
Teachers at this school treat students fairly.	87
This school is well maintained.	93
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	76
My child likes being at this school.	87
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	77
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	72

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 158 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.	88
Teachers give useful feedback.	69
Teachers at my school treat students fairly.	77
My school is well maintained.	74
I feel safe at this school.	75
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	59
I like being at my school.	73
My school looks for ways to improve.	76
Staff take students' opinions seriously.	70
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	79

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 (or School Improvement 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	90.4
Receiving an ACT Senior Secondary Certificate	90.4
Receiving an ATAR	37.2

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	27.5	41.1
CIT/TAFE	14.7	12.7
Other training provider	9.8	5.3
Deferred Studies	31.0	31.0
Employed	69.6	74.9
Not studying or employed	12.7	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	447 436.17	475 079.92	922 516.09
Voluntary contributions	7 050.00	3 000.00	10 050.00
Contributions & donations	7 696.41	2 490.00	10 186.41
Subject contributions	10 266.82	5 946.82	16 213.64
External income (including community use)	10 932.14	7 664.88	18 597.02
Proceeds from sale of assets	0.00	909.09	909.09
Bank Interest	12 010.81	11 186.75	23 197.56
TOTAL INCOME	495 392.35	506 277.46	1 001 669.81
EXPENDITURE			
Utilities and general overheads	67 559.31	126 573.38	194 132.69
Cleaning	60 776.52	64 645.56	125 422.08
Security	0.00	1 500.00	1 500.00
Maintenance	67 869.64	164 872.88	232 742.52
Administration	2 8405.57	18 682.97	47 088.54
Staffing	135 231.60	14 768.40	150 000.00
Communication	9 074.84	9 096.11	18 170.95
Assets	50 334.33	26 020.40	76 354.73
Leases	12 237.06	14 680.31	26 917.37
General office expenditure	33 930.13	2 940.08	36 870.21
Educational	42 136.45	65 846.99	107 983.44
Subject consumables	6 449.17	-5 449.17	1 000.00
TOTAL EXPENDITURE	514 004.62	504 177.91	1 018 182.53
OPERATING RESULT	-18 612.27	2 099.55	-16 512.72
Actual Accumulated Funds	452 021.62	243 212.27	243 212.27
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	433 409.35	245 311.82	226 699.55

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
Carbon Neutral Loan Reserve Retained to cover any residual costs associated with the original carbon neutral loan of 2015.	\$37 295.34	2020
Master Plan Building Works Reserve Monies to be used for ongoing building works and improvements within the Master Plan.	\$249 126.60	2021
Staffing Reserve Retained to cover the staffing debt for 2020.	\$100 000.00	2020

Endorsement Page

Members of the School Board

Parent Representative(s):	Kate Fuller,	Richard Czumak.
Community Representative(s):	N/A	
Teacher Representative(s):	Chontel Green	
Student Representative(s):	Linda Ly,	Helen Teng
Board Chair:	Janet Abbott	
Principal:	Andy Mison	

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

Board Chair Signature: Janet Abbott

Date: 29 / 07 / 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: Andy Mison

Date: 25 / 07 / 2019