



**DICKSON COLLEGE**  
excellence opportunity community

# Dickson College

## Annual School Board Report 2019



Above image: Tessa Ballard year 11, *Interiors*, Mixed media collage, 2020.

This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2020

Material in this publication may be reproduced provided due acknowledgement is made.

# Contents

---

Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	1
Student Information .....	1
Student enrolment .....	1
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information .....	2
Teacher qualifications.....	2
Workforce composition .....	2
School Review and Development.....	3
School Satisfaction.....	3
Overall Satisfaction.....	3
Learning and Assessment .....	5
Outcomes for College Students.....	5
Post School Destination .....	5
Financial Summary .....	7
Voluntary Contributions .....	8
Reserves.....	8
Endorsement Page .....	<b>Error! Bookmark not defined.</b>
Members of the School Board .....	<b>Error! Bookmark not defined.</b>

## 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 School Board Activity

---

In 2019 the Board began incorporating a presentation at each Board meeting by the Principal and other College staff, on a strategic priority area of the College. This ensured the Board was familiar with the College's priorities and allowed the Board to discuss the specific issues and contribution to this work.

## School Context

---

Dickson College (DC) is a senior secondary college situated in the inner north of Canberra. In 2019 DC was home to a diverse student community of 778 students engaged in a range of programs. Students can choose from tertiary (ATAR) or accredited courses in a broad range of course areas or Vocational Education and Training (VET) qualifications, or a combination of these. In addition, the college has a specialised Refugee Bridging Program for refugees (RBP), a Secondary Introductory English Centre (SIEC) for new overseas arrivals needing intensive instruction in English before transitioning to their local high school or college, and a program for students with disabilities (Support Programs).

## Student Information

### *Student enrolment*

In this reporting period there were a total of 778 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	383
Female	395
Aboriginal and Torres Strait Islander	17
LBOTE*	234

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

## Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages**

Year level	Attendance rate
7	84.0
8	92.0
9	86.0
10	84.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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	52.89
Teaching Staff: Full Time Equivalent Temporary	3.38
Non Teaching Staff: Full Time Equivalent	24.13

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 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. 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, 72% of parents and carers, 94% of staff, and 80% 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 53 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**

<b>National opinion item</b>	
Teachers at this school treat students fairly.	96
Parents at this school can talk to teachers about their concerns.	96
Staff are well supported at this school.	66
Staff get quality feedback on their performance.	44
Student behaviour is well managed at this school.	87
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	91
Students like being at this school.	91
Students' learning needs are being met at this school.	87
Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	94
Teachers give useful feedback.	86
This school is well maintained.	60
This school looks for ways to improve.	93
This school takes staff opinions seriously.	70
This school works with parents to support students' learning.	76
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 105 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**

<b>National opinion item</b>	
I can talk to my child's teachers about my concerns.	71
My child feels safe at this school.	85
My child is making good progress at this school.	68
My child likes being at this school.	77
My child's learning needs are being met at this school.	69
Student behaviour is well managed at this school.	58
Teachers at this school expect my child to do his or her best.	83
Teachers at this school give useful feedback.	62
Teachers at this school motivate my child to learn.	67
Teachers at this school treat students fairly.	75
This school is well maintained.	72
This school looks for ways to improve.	64
This school takes parents' opinions seriously.	51
This school works with me to support my child's learning.	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 401 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	
I can talk to my teachers about my concerns.	63
I feel safe at this school.	78
I like being at my school.	65
My school gives me opportunities to do interesting things.	71
My school is well maintained.	64
My school looks for ways to improve.	67
My teachers expect me to do my best.	87
My teachers motivate me to learn.	61
Staff take students' concerns seriously.	66
Student behaviour is well managed at my school.	64
Teachers at my school treat students fairly.	78
Teachers give useful feedback.	60

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	91.35
Receiving an ACT Senior Secondary Certificate	91.35
Receiving an ATAR	57.21

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**

<b>Outcome</b>	<b>College</b>	<b>ACT</b>
<b>University</b>	38.4	43.3
<b>CIT/TAFE</b>	13.0	11.6
<b>Other training provider</b>	2.3	4.6
<b>Deferred Studies</b>	32.2	29.5
<b>Employed</b>	71.8	75.2
<b>Not studying or employed</b>	11.3	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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	630581.47	461505.50	1092086.97
Voluntary contributions	21355.00	25430.00	46785.00
Contributions & donations	7770.00	10815.00	18585.00
Subject contributions	18299.00	21104.00	39403.00
External income (including community use)	27707.01	30229.09	57936.10
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	22037.54	16182.65	38220.19
<b>TOTAL INCOME</b>	<b>727750.02</b>	<b>565266.24</b>	<b>1293016.26</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	107065.56	175677.77	282743.33
Cleaning	123456.72	19919.82	143376.54
Security	6573.14	3923.84	10496.98
Maintenance	158721.24	187116.08	345837.32
Administration	69388.43	148507.43	217895.86
Staffing	20680.00	111655.00	132335.00
Communication	7155.64	3970.70	11126.34
Assets	0.00	20081.55	20081.55
Leases	10116.94	8528.68	18645.62
General office expenditure	65972.91	79538.73	145511.64
Educational	139884.48	187669.59	327554.07
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>709015.06</b>	<b>946589.19</b>	<b>1655604.25</b>
<b>OPERATING RESULT</b>	<b>18734.96</b>	<b>-381322.95</b>	<b>-362587.99</b>
<b>Actual</b> Accumulated Funds	1439611.50	1522305.88	1522305.88
Outstanding commitments (minus)	-168025.22	0.00	-168025.22
<b>BALANCE</b>	<b>1290321.24</b>	<b>1140982.93</b>	<b>991692.67</b>

## 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 this reporting period.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
IT Upgrades	\$70,000	2020
Multi-Function Devices	\$50,000	2020

## Endorsement Page

---

### Members of the School Board

**Parent Representative(s):** Kieran Vaughan, Damien McGrath, Annette Panzera.  
**Teacher Representative(s):** Matthew Hall, Chris Hammerer.  
**Student Representative(s):** Teagan Guinness, Josh Eldridge.  
**Board Chair:** Damien McGrath  
**Principal:** Craig Edwards

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

Board Chair Signature:



Date: 3 / 7 / 20

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:



Date: 3 / 7 / 20