

Dickson College

Annual School Board Report 2020



Various student artists, *Mad Hatters Tea Party*, 2020, Ceramic.

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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 School Board activity

In 2020 the Dickson College Board participated in the 2020 independent School Review, including undertaking thorough interviews with the review team. The Board then worked with the Principal and staff to develop the school improvement plan and its two priority actions. The Board is now working with Dickson on the implementation of those actions.

The Board also supported the Principal and executive team in managing the requirements on Dickson College stemming from the COVID-19 pandemic, to ensure the students and teachers were appropriately assisted and supported through this period.

School Context

Dickson College is a Senior Secondary school (Years 11 & 12) situated in the inner north of Canberra. At our College, we embrace every student as an individual, with their own unique talents, passions, and interests. We aim to support and challenge each student to grow and thrive at school and beyond. At DC, we believe that developing highly capable, confident, and caring young people is fundamental to a successful future. Through a focus on effective teaching and student agency, we prioritise the learning and achievement of every young person in our care.

Student Information

Student enrolment

In this reporting period there were a total of 751 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	389
Gender - Female	356
Gender - Non-binary or other	6
Aboriginal and Torres Strait Islander	24
LBOTE**	242

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	43.90

Teaching Staff: Full Time Equivalent Temporary	11.39
Non Teaching Staff: Full Time Equivalent	24.08

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.

Our school was reviewed in 2020. 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 71% of parents and carers, 94% of staff, and 77% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 65 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	
Parents at this school can talk to teachers about their concerns.	91
Staff are well supported at this school.	66
Staff get quality feedback on their performance.	39
Student behaviour is well managed at this school.	85

Students at this school can talk to their teachers about their concerns.	97
Students feel safe at this school.	93
Students like being at this school.	87
Students' learning needs are being met at this school.	87
Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	91
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	77
This school is well maintained.	73
This school looks for ways to improve.	87
This school takes staff opinions seriously.	58
This school works with parents to support students' learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 112 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.	72
My child feels safe at this school.	93
My child is making good progress at this school.	70
My child likes being at this school.	82
My child's learning needs are being met at this school.	67
Student behaviour is well managed at this school.	59
Teachers at this school expect my child to do his or her best.	80
Teachers at this school give useful feedback.	59
Teachers at this school motivate my child to learn.	69
Teachers at this school treat students fairly.	68
This school is well maintained.	69
This school looks for ways to improve.	66
This school takes parents' opinions seriously.	55
This school works with me to support my child's learning.	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 308 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.	57
I feel safe at this school.	79
I like being at my school.	61
My school gives me opportunities to do interesting things.	64
My school is well maintained.	59
My school looks for ways to improve.	67
My teachers expect me to do my best.	80
My teachers motivate me to learn.	67
Staff take students' concerns seriously.	67
Student behaviour is well managed at my school.	56
Teachers at my school treat students fairly.	70
Teachers give useful feedback.	57

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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	89.54
Receiving an ACT Senior Secondary Certificate	89.54
Receiving an ATAR	55.23

Source: Board of Senior Secondary Studies

Post School Destination

The following table 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.

Note: The survey was conducted in May 2020 during COVID-19 lockdown. This has impacted the results, particularly for employment.

Table: Comparison of post school destinations for students by percentage

Outcome	College	ACT
University	32.1	36.0
CIT/TAFE	7.8	10.9
Other training provider	6.2	6.4
Deferred Studies	42.0	30.3
Employed	59.6	62.4
Not studying or employed	21.2	15.1

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	412506.04	403746.79	816252.83
Voluntary contributions	1400.00	37090.00	38490.00
Contributions & donations	480.00	12710.00	13190.00
Subject contributions	470.00	31528.00	31998.00
External income (including community use)	33123.21	1208.00	34331.21
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	9531.69	6870.03	16401.72
TOTAL INCOME	457510.94	493152.82	950663.76
EXPENDITURE			
Utilities and general overheads	105435.27	147079.68	252514.95
Cleaning	0.00	8676.86	8676.86
Security	9680.27	913.80	10594.07
Maintenance	213294.63	116164.43	329459.06
Administration	103146.75	182276.87	285423.62
Staffing	0.00	0.00	0.00
Communication	11330.10	8170.50	19500.60
Assets	0.00	0.00	0.00
Leases	4424.89	6335.60	10760.49
General office expenditure	128968.07	37770.10	166738.17
Educational	75702.83	106904.49	182607.32
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	651982.81	614292.33	1266275.14
OPERATING RESULT	-194471.87	-121139.51	-315611.38
Actual Accumulated Funds	1150830.41	1115205.36	1115205.36
Outstanding commitments (minus)	-7315.70	0.00	-7315.70
BALANCE	949042.84	994065.85	792278.28

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

Name and Purpose	Amount	Expected Completion
IT Upgrades <ul style="list-style-type: none">Updating IT equipment in media and computer labs.	\$70,000	2021
Multi-Function Devices	\$50,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Chris Johnston,	Clare Wynter,	Carlyn Waters.
Community Representative(s):			
Teacher Representative(s):	Caitlin Hanby,	Matthew Hall.	
Student Representative(s):	Zeinab Nafe	Audrey Nelson.	
Board Chair:	Chris Johnston.		
Principal:	Craig Edwards.		

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

2020 Board Chair Signature: Chris Johnston

Date: 31/ 08/ 2021

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: Craig Edwards

Date: 31 / 08 / 2021