



Erindale 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.

School Context

Erindale College is in the Tuggeranong Network of schools in Canberra and provides learning programs for over 600 students in years 10, 11 and 12. Our college is the centre of a community complex which includes a modern 445 seat performance theatre. The complex has the joint-use public and college Erindale Library and the Active Leisure Centre includes a swimming pool and fully equipped gym and group fitness spaces with a membership of two thousand people. Our community values quality teaching and learning across a comprehensive contemporary curriculum; excellence in achievement; creativity and independent thinking for all; respectful relationships; safe supportive and nurturing social and physical environments; effective networking within and beyond the college; constructive and rewarding partnerships; and a futures-orientation to learning, teaching and community. Professional development is a priority with an emphasis on teachers engaging in reflective practices to improve student outcomes. An 'Academy' concept for curriculum grouping exists in an environment of modern, welcoming and flexible learning spaces. Inter-disciplinary, inquiry-based and intellectually-rigorous learning and teaching utilising appropriate learning technologies reflects our contemporary approach to education for young adults. Our Sports Academy offers students with talent in team or individual sports, a personalised academic pathway aligned with specialist and individual sports development programs. The teachers of our Maths, IT and Science Academy are recent system award-winners for innovation in teaching and learning around senior mathematics. Since 2015, Erindale College has been a Cambridge International School with students sitting for the Cambridge International Examinations annually. Currently, students are engaging themselves in the International General Certificate of Secondary Education (IGCSE) and the A/S Level and A Level exams. Students elect which subjects to study for this program and include them as part of their academic package for the award of the ACT Senior Secondary Certificate. This enables students to pursue two credentials to use for their post-college pathways. The Technology and Creative Arts Academy allows individuals and groups of students to explore their talents in visual and performing arts. The Talented Dance Program enables students to excel in all styles of Dance and pursue careers in this field.

Student Information

Student enrolment

In this reporting period there were a total of 545 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	274
Female	271
Aboriginal and Torres Strait Islander	50
LBOTE*	91

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
10	92.0

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	30.90
Teaching Staff: Full Time Equivalent Temporary	4.40
Non Teaching Staff: Full Time Equivalent	21.22

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 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, 78% of parents and carers, 87% 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 31 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.	100
Staff are well supported at this school.	81
Staff get quality feedback on their performance.	40
Student behaviour is well managed at this school.	81
Students at this school can talk to their teachers about their concerns.	94
Students feel safe at this school.	97
Students like being at this school.	90
Students' learning needs are being met at this school.	77
Teachers at this school expect students to do their best.	87
Teachers at this school motivate students to learn.	84
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	77
This school is well maintained.	71
This school looks for ways to improve.	97
This school takes staff opinions seriously.	77
This school works with parents to support students' learning.	81
Teachers give useful feedback.	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 90 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.	85
My child feels safe at this school.	89
My child is making good progress at this school.	70
My child likes being at this school.	88
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	76
Teachers at this school motivate my child to learn.	75
Teachers at this school treat students fairly.	83

This school is well maintained.	91
This school looks for ways to improve.	69
This school takes parents' opinions seriously.	67
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 216 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.	66
I feel safe at this school.	75
I like being at my school.	71
My school gives me opportunities to do interesting things.	78
My school is well maintained.	75
My school looks for ways to improve.	66
My teachers expect me to do my best.	89
My teachers motivate me to learn.	67
Staff take students' concerns seriously.	71
Student behaviour is well managed at my school.	59
Teachers at my school treat students fairly.	75
Teachers give useful feedback.	69

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	82.97
Receiving an ACT Senior Secondary Certificate	82.42

Receiving an ATAR	26.37
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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	22.6	43.3
CIT/TAFE	9.5	11.6
Other training provider	13.1	4.6
Deferred Studies	29.9	29.5
Employed	86.9	75.2
Not studying or employed	8.3	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

INCOME	January-June	July-December	January-December
Self-management funds	604777.76	490411.18	1095188.94
Voluntary contributions	2975.00	19408.01	22383.01
Contributions & donations	0.00	0.00	0.00
Subject contributions	39309.42	30103.68	69413.10
External income (including community use)	0.00	0.00	0.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	11488.25	10579.00	22067.25
TOTAL INCOME	658550.43	550501.87	1209052.30
EXPENDITURE			
Utilities and general overheads	102574.70	179191.39	281766.09
Cleaning	97605.95	16341.30	113947.25
Security	132.00	383.35	515.35
Maintenance	90790.60	41678.00	132468.60
Administration	10821.72	6984.32	17806.04
Staffing	0.00	0.00	0.00
Communication	3166.20	25045.31	28211.51
Assets	25905.47	29744.49	55649.96
Leases	0.00	0.00	0.00
General office expenditure	30192.20	29225.61	59417.81
Educational	29932.60	37583.85	67516.45
Subject consumables	36990.22	16065.15	53055.37
TOTAL EXPENDITURE	428111.66	382242.77	810354.43
OPERATING RESULT	230438.77	168259.10	398697.87
Actual Accumulated Funds	943123.67	649425.49	649425.49
Outstanding commitments (minus)	-328.00	0.00	-328.00
BALANCE	1173234.44	817684.59	1047795.36

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

The school did not hold any funds in reserves in 2019.

Endorsement Page

Members of the School Board

Parent Representative(s):	Gary Lawson		
Community Representative(s):	Chris Hanger		
Teacher Representative(s):	Leica Burt	Renee Couto	
Student Representative(s):	Sara Ridjic	Abbey Hines	Helen Foudoulis
Board Chair:	Paul Styles		
Principal:	Jessie Atkins		

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

Board Chair Signature: Paul Styles

Date: 23 / 06 / 2020

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: Jessie Atkins

Date: 23 / 06 / 2020