



# Hawker College

Annual School Board Report 2021



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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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# Contents

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Reporting to the community.....	1
School Context .....	1
Student Information .....	1
Student enrolment.....	1
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.....	9
Members of the School Board .....	9

## Reporting to the community

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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

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A senior secondary college opened in 1976, Hawker College has established strong traditions in academic achievement, vocational development, and sporting, artistic and cultural activities. Providing a learning environment that is rigorous, purposeful, supportive, inclusive and caring, 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 pathways.

The diverse senior secondary curriculum available 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 students reach their full potential, they are provided with extensive services that support wellbeing, study skills, employment capabilities and career planning. This includes transitions support, careers counselling and advice, work experience, study support, academic and vocational package support, pastoral care and school psychologist services. Every student meets weekly with their Home Group teacher, who has responsibility for overseeing their academic, social and wellbeing progress throughout their time at college.

Hawker College is a student-centred college that places student learning and wellbeing at the centre of everything; where student voice and agency is valued and promoted. 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. Hawker College has high expectations for engagement and participation, academic performance and behaviour. Home Group teachers, supported by a Year Coordinator for each year, monitor the overall progress of each student and together with the Careers and Transitions team advise students on their secondary college learning programs, academic package and future pathways.

The priority enrolment area of Hawker College encompasses the suburbs of Holt, Higgins, Hawker, Weetangera, Scullin, Strathnairn, Page and Whitlam (shared).

## Student Information

### *Student enrolment*

In this reporting period there were a total of 532 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	266
Gender - Female	266
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	18
LBOTE**	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

\*\* Language Background Other Than English

## 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/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	30.24
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Full Time Equivalent	22.60

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 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, 76.5% of parents and carers, 93.0% of staff, and 76.4% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 43 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.	86
Staff get quality feedback on their performance.	56
Student behaviour is well managed at this school.	72
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	100
This school is well maintained.	67
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	60

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 98 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	
My child feels safe at this school.	89
My child is making good progress at this school.	75
Student behaviour is well managed at this school.	64
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	63
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	87
This school is well maintained.	79
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	44
This school works with me to support my child's learning.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 182 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	53
I feel safe at this school.	79



I am happy to be part of this school.(Replaces 'I like being at my school')	74
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	67
My school is well maintained.	76
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	79
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	75
Staff take students' concerns seriously.	72
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	80
Teachers give useful feedback.	67

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	90.38%
Receiving an ACT Senior Secondary Certificate	90.38%
Receiving an ATAR	44.35%

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.

**Table: Comparison of post school destinations for students by percentage**

Outcome	College	ACT
University	32.60%	42.18%
CIT/TAFE	15.80%	15.04%

<b>Other training provider</b>	8.40%	5.44%
<b>Deferred Studies</b>	26.30%	22.30%
<b>Employed</b>	74.70%	74.53%
<b>Not studying or employed</b>	9.50%	8.25%

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-December
Directorate Funding	909239.75
Contributions and Donations	8625.00
Subject Contributions	50.00
Hire of Facilities	26370.57
External Revenue	19825.35
Sale of Assets	4792.56
Interest Received	7915.74
Other School Revenue	57971.48
<b>TOTAL INCOME</b>	<b>1034790.45</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	172582.10
Security and Caretaking	0.00
Maintenance	47283.09
Administration	29120.98
Staffing Expenditure	23400.73
Communication	15585.41
Assets & Leases	48593.05
General Expenses	36955.19
Educational Resources	61698.73
Subject Consumables	41812.37
Directorate Funded Payments	9672.42
Other Payments	67363.48
<b>TOTAL EXPENDITURE</b>	<b>554067.55</b>
<b>OPERATING RESULT</b>	<b>480722.90</b>
Accumulated Funds	222452.08
<b>BALANCE</b>	<b>703174.98</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

Name and Purpose	Amount	Expected Completion
<b>Staffing Reserve 2023</b> Retained to cover additional staffing expenditure in 2022.	\$152,377.00	2023
<b>Staffing Reserve 2024</b> Retained to cover additional staffing expenditure in 2023.	\$240,000.00	2024

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Chris Davis	Jason Lyons	Stuart Semple
<b>Community Representative(s):</b>	NA		
<b>Teacher Representative(s):</b>	Chontel Green	Jane Southerton	
<b>Student Representative(s):</b>	Jayden Lee	Kieran Truelsen	
<b>Board Chair:</b>	Chris Davis		
<b>Principal:</b>	Lyndall Henman		

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

2021 Board Chair Signature: Chris Davis

Date: 14/06/2022

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: Lyndall Henman

Date: 15 / 06 / 2022