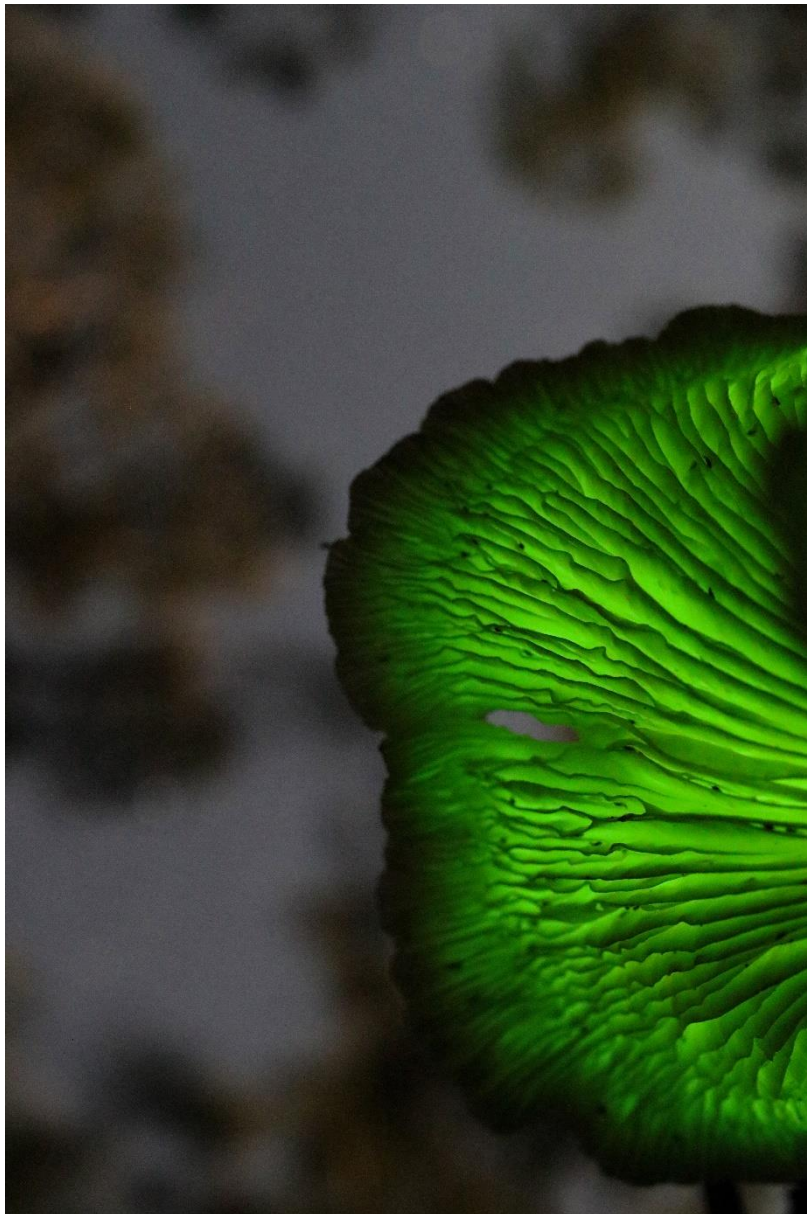


Dickson College

Annual School Board Report 2022



Above: Nungheena Gowland, Ghost Mushroom, Digital Photography 2022

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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

The Dickson College Board's mission is to help steer the college to be the best it can be. In 2022, the College commenced piloting the Mastery Learning Record and establishing its competencies for large scale roll out in 2023, along with strengthening reporting against our social management and self-management continuum. These programs will improve our student experiences.

The College also commenced the many and varied infrastructure and asset upgrades which includes the roof upgrade. Minister Berry announced this roof replacement project which will ensure that our classrooms stay dry, vermin and mould free.

The student body continued to work with the board on their activities to improve the environment and create a more environmentally sustainable College.

The Board continues to be impressed and acknowledges Dickson College staff and management who worked tirelessly in responding to student wellbeing needs and high levels of special considerations due to COVID. This commitment and support to our young people is what makes Dickson College so special.

School Context

Dickson College is a Senior Secondary school (Years 11 & 12) situated in the inner north of Canberra. The College also runs the only Secondary (7 – 12) Introductory English Centre (SIEC) in the ACT. 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 791 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	407
Gender - Female	369
Aboriginal and Torres Strait Islander	18
LBOTE*	250
Non-binary or other**	15

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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	90.0
8	91.0
9	90.0
10	88.0

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, 153 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	47.83
Teaching Staff: Full Time Equivalent Temporary	5.96
Non Teaching Staff: Full Time Equivalent	24.20

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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, 71.3% of parents and carers, 80.8% of staff, and 72.9% 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 52 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.	85
Teachers give useful feedback	81
Teachers at this school treat students fairly.	87
This school is well maintained.	27
Students feel safe at this school.	71
Students at this school can talk to their teachers about their concerns.	85
Parents at this school can talk to teachers about their concerns.	83
Student behaviour is well managed at this school.	85
Students like being at this school.	77
This school looks for ways to improve.	62
This school takes staff opinions seriously.	44
Teachers at this school motivate students to learn.	85
Students' learning needs are being met at this school.	77
This school works with parents to support students' learning.	69
Staff get quality feedback on their performance	12
Staff are well supported at this school.	48

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 80 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.	83
Teachers give useful feedback	63
Teachers at this school treat students fairly.	68
This school is well maintained.	39
My child feels safe at this school.	86

I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	56
My child likes being at this school.	83
This school looks for ways to improve.	64
This school takes parents' opinions seriously.	56
Teachers at this school motivate my child to learn.	69
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	68
This school works with me to support my child's learning.	54

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 192 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	
My teachers expect me to do my best.	75
Teachers give useful feedback	56
Teachers at my school treat students fairly.	67
My school is well maintained.	35
I feel safe at this school	75
I can talk to my teachers about my concerns.	53
Student behaviour is well managed at my school.	51
I like being at my school.	59
My school looks for ways to improve.	62
Staff takes students' concerns seriously	65
My teachers motivate me to learn.	58
My school gives me opportunities to do interesting things.	65

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 100.00 % of year 7 students and 100.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

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	93.02%
Receiving an ACT Senior Secondary Certificate	93.02%
Receiving an ATAR	56.98%

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	32.57%	37.40%
CIT/TAFE	7.43%	12.53%
Other training provider	7.43%	7.41%
Deferred Studies	38.29%	25.81%
Employed	81.14%	77.15%
Not studying or employed	5.71%	7.19%

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	984052.19
Contributions and Donations	42971.00
Subject Contributions	31149.84
Hire of Facilities	71650.95
External Revenue	250.00
Sale of Assets	0.00
Interest Received	26115.94
Other School Revenue	45383.04
TOTAL INCOME	1201572.96
EXPENDITURE	
Utilities and General Overheads	240438.57
Security and Caretaking	5240.29
Maintenance	328060.18
Administration	94158.44
Staffing Expenditure	13730.88
Communication	14309.95
Assets & Leases	201569.81
General Expenses	60041.46
Educational Resources	148738.64
Subject Consumables	0.00
Directorate Funded Payments	111489.91
Other Payments	8916.90
TOTAL EXPENDITURE	1226695.03
OPERATING RESULT	-25122.07
Accumulated Funds	914240.28
BALANCE	889118.21

Endorsement Page

Members of the School Board

Parent Representative(s):	Tamai Heaton	
Community Representative(s):	Jayne Trustum	
Teacher Representative(s):	Tania Balind	Vanessa Aikister
Student Representative(s):	Audrey Neilson	Ursula Casey-Neil
Board Chair:	Carlyn Waters	
Principal:	Caitlin Horan	

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

2022 Board Chair Signature: C Waters

Date: 25/05/2023

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: C Horan

Date: 25/05/2023