

Erindale College Board Report 2015



Student musical performance in
Erindale College foyer

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 "EDUCATION CAPITAL: LEADING THE NATION".

It complies with reporting requirements detailed within the ACT Education ACT 2004 and the Australian Education Act 2013 and associated Regulations.



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, 2016

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

The school website is <http://www.erindalec.act.edu.au>.

Inquiries about this publication should be directed to:

Erindale College
McBryde Crres.
Wanniassa ACT 2903

General Enquiries:

Telephone (02) 61422977

School Board Chair Report

2015 was another successful year for Erindale College in both the academic and sports arenas.

Cambridge International Education (CIE) was introduced as a new initiative in 2015 and ten students undertook Cambridge courses during 2015. Also eight international fee-paying students enrolled at the college for the induction period in term 4 as a direct result of the college making CIE available.

The Mindyigari Centre continues to provide ongoing support for indigenous students. This support has directly resulted in an increase in enrolment numbers and a continuing increase in the number of indigenous students graduating from year 12.

Ninety percent of year 12 students secured an ACT Senior Secondary Certificate. The dux of the school achieved an ATAR of 98.8 and is studying Engineering at the ANU. Year 12 graduates from Erindale College in 2015 enrolled in university at a greater rate than did their peers from 2014.

Numerous national and international sporting representations were achieved by our students in 2015. Twelve Talented Sports Program (TSP) students achieved Australian representative status, including one student who competed in the Youth Olympics in China.

The college underwent an External Validation as part of a four- year cycle. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities. Overall the Panel found that the College was making good progress towards achieving its goals. They also made some recommendations which will be incorporated in the College's Strategic Plan. The commendations and recommendations can be found in the later part of this report.

About our school

Introduction to School

Erindale College (EC) is unique in the Australian Capital Territory in that it is part of the larger Erindale Education and Recreation Complex. This context gives students access to a modern, 450 seat theatre in which high quality productions are presented both by the college and the community. The Erindale Library, with its very extensive collection is open during the day and evening all year round. The facilities in the Active Leisure Centre, available for student use, include a 25 metre swimming pool, gym, squash courts and extensive playing areas. The entire complex provides an environment in which students can work to achieve their academic goals and at the same time avail themselves of opportunities to ensure a well-rounded college life.

Our college Dux in 2015 achieved an ATAR of 98.8 and allowed him to confirm his entry to the Australian National University (ANU) to study Mechanical / Robotics Engineering.

During 2015 our innovative spirit remained strong as we continued to pursue our priority to *“Create a learning community with a diversity of life pathways for students”*.

In 2015, Erindale College embarked upon a journey as a Cambridge International Examinations – Cambridge International School. Erindale College was the first public education college or school in Australia to be accepted into this program and we have now been joined in this venture by Wanniasa Hills Primary School as we collaborate to provide a Kindergarten to Year 12 international education experience for students.

Our key purpose in taking this step has been to introduce the students of the Tuggeranong Valley and Canberra more broadly to the challenges they face both ‘doing school’ and graduating into further study or employment pathways in a global context.

We strengthened the ‘doing year 10 in college’ program in 2015. This program, for students with talents in sport and/or maths and science, witnessed a growth in successful applicants to thirty eight students. The ongoing evaluation cycle we conduct continues to demonstrate the huge positive response by all connected to this program.

Throughout 2015, we explored how to redefine our Big Picture program, in which students negotiate what and how they pursue a study around their particular passions. This redefining exercise will better position the students who enrol in this program with pathways to employment and excitingly, pathways directly to university.

Our ongoing investment in a Centre of Excellence for Indigenous Education, *The Mindyigari Centre*, continued to reap dividends with ten of our of final year Aboriginal and Torres Strait Islander students achieving an ACT Senior Secondary Certificate, representing a graduation rate of 77 per cent. The balance of those in year 12 who did not graduate are returning for a third year in the college with only minimal academic requirements in front of them before they achieve a Year 12 Certificate.

The Trade Training Centre (TTC) development continued with completion of all construction work on every campus and with new courses offered in 2015.

Numerous national and international sporting representations were achieved by our students in 2015. Many individual sporting achievements were particularly notable with Erindale College students representing our country in a variety of sports including a student competing in the Youth Olympics in China. These sports included various football codes, softball, wrestling, martial arts, and tennis. There were 12 Australian representatives and one New Zealand representative during 2015.

We continue to engage in building quality relationships through the provision of College Link which aims to have every student connected with a teacher who has a particular interest in

every student's aspirations. The opportunity for students to complete Student Pathway Planning and undertake Careers Education courses were added features of this program.

We are proud of our collective achievements and continue our commitment to be innovative in our practice and to persevere with our exploration of new ways to offer a diversity of different and richer options for students. This will continue to be our approach in 2016.

Student enrolment

In 2015 there were a total of 524 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	300
Female	224
Indigenous	45
LBOTE	57

Source: Planning and Performance, December 2015

The college enrolment profile over the last four years has displayed a skew towards more males than females with a 60:40 ratio. An analysis of the data indicates the increase in males is largely due to their enrolment in the Talented Sports Program (TSP). The percentage of Indigenous students has increased in this same period due to the successful strategies implemented in the Mindyigari Centre. Many of the Indigenous students have also enrolled for TSP.

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
10	86.0
11	80.0
12	79.0

Source: Planning and Performance, December 2015

The College Link course assists our young people to be successful students and citizens of our college. Transitioning from high school to college and beyond year 12 puts pressures on all students, not to mention the demands they put on themselves in living a full and fruitful

life. The College Link teacher aims to monitor, counsel and mentor students towards success.

Attendance is checked and followed-up by these College Link teachers. Parents play a significant partnering role with this teacher to maintain positive attendance. Parents are regularly contacted via an online App which delivers instant alerts to parents about student absences. Printed attendance reports are mailed home twice per term. Academic programs are monitored and managed in consultations between student and the Link teacher.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	56

Source: Teacher Quality Institute (TQI), Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI transitional arrangements are self-reported.

All teachers in our senior secondary school setting must have appropriate qualifications as required under legislation. In the final two years of secondary education, specialist teachers are required to conduct classes in which students are preparing for tertiary study at university. Postgraduate study by teachers is encouraged and supported by the college leadership team to ensure students are engaging with suitable qualified teachers.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	40
Teaching Staff :Full time Equivalent Permanent	37.2
Teaching Staff :Full time Equivalent Temporary	2
Non Teaching Staff (Head Count)	14
Non Teaching Staff :Full time Equivalent	12.1

Source: Workforce Management, August census 2015

There are three indigenous staff members at this school.

Note: * Indigenous staff is only reported where the staff member has self-identified.

The college has been privileged to have a very stable leadership team over the last five years with only one School Leader C position changing in that time. In late 2013, a Deputy Principal for the Tuggeranong Network Sustainable Living Trades Training Centre was appointed with this role being shared among the seven secondary school settings in the Tuggeranong Network.

The teaching team has been deliberately changing to bring the age-range profile to a finer balance and to grow the numbers of early educators and educators in their middle years of teaching. This is also to gain a better balance in the mix of experience with an aim to build in future sustainability within the teaching team. Over 30 percent of teachers have been transitioned since 2010 with a strategic re-shaping of the profile of the teaching staff to bring in new educators.

Likewise, the Administration team has been extremely steady with only three staff changes occurring since 2011. During 2009 and 2010 this team facilitated a review of the demands on teacher time of unnecessary administrative duties and explored how they might better serve the professional work of their colleagues. This review delivered significant changes to the roles adopted by members of the Administration Team with key activities such as the role of Staffing Officer being delegated to senior members of the Administration Team.

Utilising college financial resources, a Manager of the Mindyigari Centre has been employed to lead and support the Indigenous students of the college. This has proved to be a very successful venture as enrolments and graduation rates of Indigenous students have improved over that time. Interestingly, in 2011 there was one teacher identifying as Indigenous; with a second such teacher in 2012; with three from 2013 until the present.

Erindale College has had the benefit of some stability in the appointment of the College Psychologist in the last two years after several short-term appointments and long periods disrupted during the previous three years with no Psychologist available.

Volunteers

Volunteers assist in coaching roles in the Talented Sports Program (TSP) of the Erindale Sports Academy. These people are representatives of the professional and semi-professional sporting codes in the ACT. Approximately 600 hours collectively are provided to support the students in the TSP. Approximately 150 hours of other guest lecturing roles are in volunteer capacity in areas of the Creative and Performing Arts and within the Mathematics and Science Academy.

The estimated number of hours in which volunteers have worked in the school during 2015 was 750.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The college was validated in 2015. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 79% of parents and carers, 87% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

Also in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 52 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	92
Teachers at this school provide students with useful feedback about their school work.	86
Teachers at this school treat students fairly.	92
This school is well maintained.	96
Students feel safe at this school.	92
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	73
Students like being at this school.	85
This school looks for ways to improve.	92
This school takes staff opinions seriously.	75
Teachers at this school motivate students to learn.	86
Students' learning needs are being met at this school.	81
This school works with parents to support students' learning.	83
I receive useful feedback about my work at this school.	62
Staff are well supported at this school.	83

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 73 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	93
Teachers at this school provide my child with useful feedback about his or her school work.	71
Teachers at this school treat students fairly.	84
This school is well maintained.	88
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	75

Item (cont)	(%)
Student behaviour is well managed at this school.	58
My child likes being at this school.	92
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	65
Teachers at this school motivate my child to learn.	70
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	56

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 322 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 11 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	89
My teachers provide me with useful feedback about my school work.	72
Teachers at my school treat students fairly.	77
My school is well maintained.	82
I feel safe at my school.	88
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	65
I like being at my school.	72
My school looks for ways to improve.	70
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	68
My school gives me opportunities to do interesting things.	78

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

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 a Year 12 Certificate 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

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	83.06
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	83.06
Percentage of year 12 students receiving an ATAR	24.60
Number of students with at least one vocational certificate	18
Number of VET Statement of Attainment issued	177
Number of students engaged in Australian School-based Apprenticeships	36

Source Board of Senior Secondary Studies

The year 12 cohort has decreased by half over the last decade and by one-third since 2011. However, the percentage of students claiming an ACT Senior Secondary Certificate has climbed steadily throughout this same decade from 74.8 percent in 2005 to 83.06 percent in 2015. The percentage of year 12 students receiving the certificate in 2014 was 75.49 per cent so the 2015 outcome was a pleasing leap in achievement.

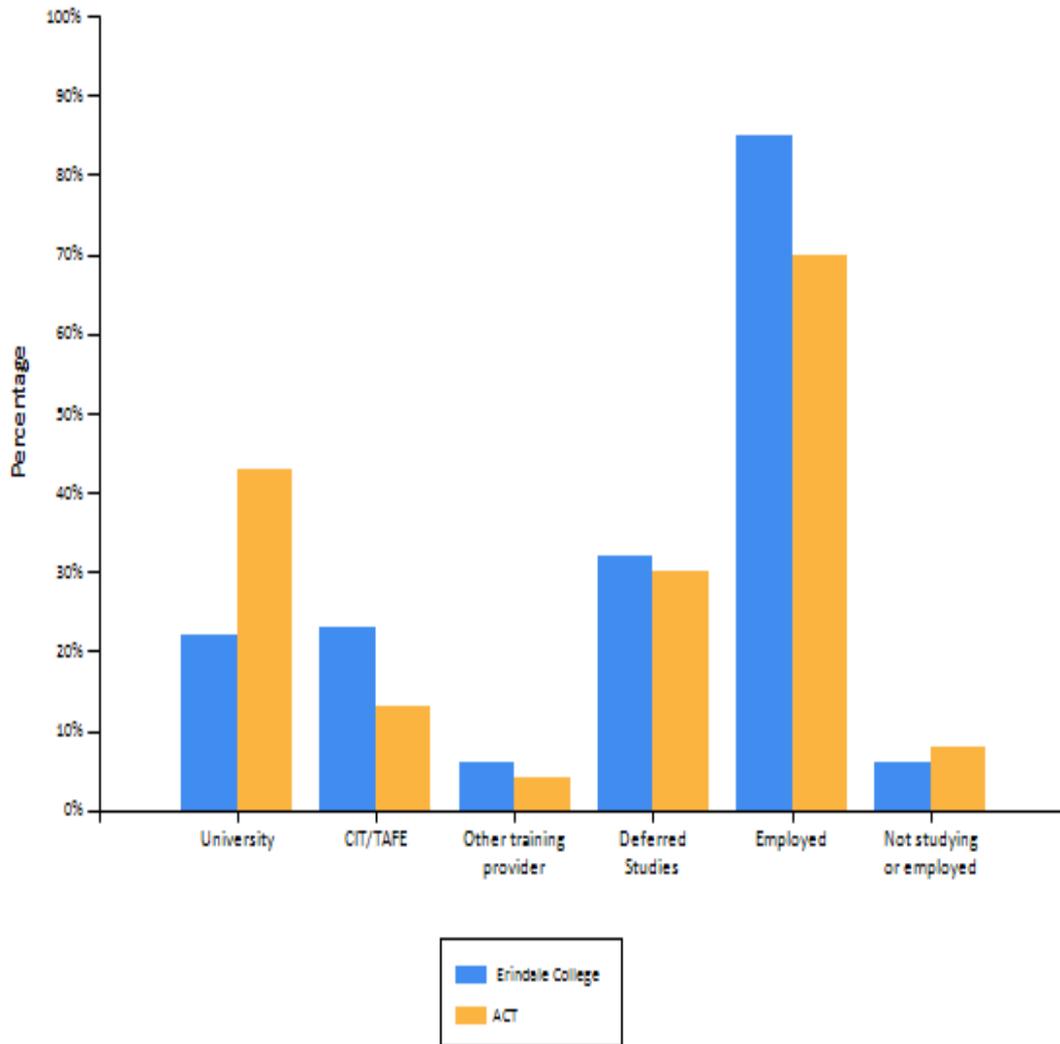
The enrolment profile of the college was defined over the four years 2011-2014 by a decrease in the percentage of students securing an Australian Tertiary Admissions Rank (ATAR). In 2014, only 21.79 per cent of year 12 students received an ATAR but in 2015, 24.6 per cent of students received an ATAR.

In 2015, 36 students engaged in Australian School-based Apprenticeships. In 2015, there was 177 VET Statement of Attainment issued which was an increase on the 2014 figure of 149.

Post school destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2015. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Year 12 Outcomes for Students



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	22.0	23.0	6.0	32.0	85.0	6.0
ACT (%)	43.0	13.0	4.0	30.0	70.0	8.0

Source: Planning and Performance Data, 2015

Year 12 graduates from Erindale College in 2015 enrolled in university at a greater rate than did their peers from 2014. In 2015, 22 per cent of students enrolled in university compared to 16.1 per cent in 2014. The same trend was evident in the percentages of students enrolling in the Canberra Institute of Technology with 23 per cent in 2015 compared to 19.6 per cent in 2014. There were also more students employed with 85 per cent in 2015 compared to 83.2 per cent in 2014. The almost halving of the rate of students not studying or employed, down to 6 per cent in 2015 from 11.6 per cent in 2014 was also a satisfying outcome.

Performance in other areas of the curriculum

A significant feature of our college is the Talented Sports Program and student achievements in the TSP were numerous. A continually interesting aspect of our TSP is that; of the top four Australian Tertiary Admission Ranks achieved by our students, three had completed the Year 10 in College program. Two of these top four continued their involvement in TSP until graduation.

Individual highlights of TSP students included a third place at the World Championships for Mountain Biking held in Andorra; a student who was an Australian Representative for Baseball and who was recruited by the Boston Red Sox in the United States of America for a professional career. Our female sports star became the National Border Cross Champion in snowboarding. Other Australian representation was achieved in Softball, Indoor Cricket, Tennis, Oztag, and female Mountain Biking. Our Rugby League team finished third in the National Schoolboys Championship and was named Team of the Year in our sports awards.

A number of noteworthy achievements for the Mathematics, Science and Information Technology Academy (MSITA) need to be highlighted from 2015. A year 10 student achieved a result which placed her in the top one per cent of students within Australia in the Australian Mathematics Competition. She received a prize for her achievement and she was invited to participate in two prestigious events; the *Curious Minds Girls in STEM* program and the *Australian Mathematics Trust Enrichment Program* from which competitors for the *Maths Olympiad* are chosen. Another significant achievement involved three staff members completing university courses. One completed a Master Degree in Educational Studies with a focus on gifted education and mindfulness in education. Another had an honours thesis published on "Combustion and Flight Characteristics of Smooth-bark Firebrands" as well as graduating from a Master Degree in Teaching. Demonstrating that ongoing learning and development is a priority, the Academy Leader graduated with a Graduate Certificate in Teaching English to Speakers of Other Languages.

A third achievement of note was the best attendance to date at the Erindale College Science and Mathematics Enrichment Day. In 2015 over 60 students from local high schools came to Erindale College for a day of challenging science and mathematics activities designed to promote further study in these fields.

As part of the Tuggeranong Trade Training Centre, Erindale College received a CNC Router. This machine was successfully used with the students in the Furniture Construction course. A number of transitioned into vocational careers as a result of their studies including two students into hospitality apprenticeships, one into a bakery apprenticeship and one into a construction apprenticeship.

In the creative arts, two students gained early entry into the Australian National University School of Art for 2016 while still at college in 2015.

Progress against School Priorities in 2015

Methodology in evaluating progress

The External Validation process informed much of this report however, reflections from staff in various forums and college data sets also added understanding. The following sources of evidence were used; the executive team prepared reflections on the Annual Operating Plan and presented these in their pathways plan review meetings and in executive meeting forums. A collection of records from the activities of Professional Learning Communities and the reviews of teacher pathways plans provided information. The outcomes of student achievement from the end-of-year Board of Senior Secondary Studies (BSSS) results also informed the report.

Priority

Create a culture of high expectation in Learning and Teaching with strong evidence of student achievement.

Key Improvement Strategy

Erindale College Professional Learning (PL) focuses upon improving professional practice in collaborative approaches.

The external validation panel that visited the college in 2015 commended the college for its achievements in this key improvement strategy. The following extracts from the list of commendations is independent evidence of the success the college achieved in relation to the priorities identified in the strategic and operating plans.

Establishing a respectful and responsive learning community

The panel commends the leadership of the college for its endeavours to create a learning community that is inclusive of all stakeholders, respectful of a wide diversity of student needs, committed to the professional growth of its staff, and for its recognition of the primacy of effective teaching and learning in a school. The college has established a culture where the opportunity exists for all students to learn successfully in their own ways and at their own pace. Individual talents are valued and enhanced.

Generating a professional approach to successful teaching and learning

The panel confirmed a strong commitment by the leadership and staff of the college for a shared vision for quality teaching and learning, collaborative strategic and educational planning, and for sharing the responsibility for the vision and identity of the college. This has enabled the school to build a school-wide professional environment where teachers are encouraged to be highly able, to take an active leadership role within and beyond the classroom, and to share the responsibility for student learning and success.

Maximising student learning through a sustained staff focus on literacy

The panel was impressed with the preparedness of staff to identify the learning challenges faced by students at the college. Literacy tests provided by the Australian Council for Educational Research (ACER) revealed significant challenges in relation to the literacy gaps evident in many of the student's backgrounds. The college's professional learning program focussed on developing better teachers of disciplinary literacy; a focus cultivated by their research, testing, and data analysis of student literacy limitations.

The college leadership team is clearly committed to finding sustainable and embedded ways to improve on student literacy outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from the professional judgement of teachers. There is evidence of a college wide commitment by every teacher in meeting the literacy needs of every student."

The following indicators of success were also useful in assessing our success with this key improvement strategy.

- Professional Learning Communities (PLCs) met a minimum of five times per term. The Teacher Improvement PLC and the Literacy PLC each met five times and the Know Every Student met four times per term.
- The Literacy PLC conducted Professional Learning (PL) sessions twice per semester and each of the other two PLCs presented three within the year.
- The Principal and the Literacy PLC Leadership Team completed the Principals as Literacy Leaders year-long program of learning. The Showcase presentation for this program included presentations for all the participating secondary schools and colleges was coordinated by the Literacy PLC.
- A number of teachers participated in observation or video reflection sessions on at least one occasion in 2015 and shared their reflections in all-staff PL sessions.
- Four teachers completed at least one Cambridge online PL module.
- The target of a 90 per cent positive response by staff on system surveys to "I get constructive feedback about my practice" was not achieved. The achievement of this target was perhaps affected by a 21 per cent of respondents identifying 'not applicable' response.
- The pursuit of the target of an 80 per cent positive response from students in system surveys to the question, "My teachers provide me with useful feedback on my school work" was also affected by a relatively high 20 per cent 'not applicable' response, but the 72 per cent positive response was similar to the 2014 response.

One key element of the strategic planning for the college focussed upon widening the evidence source for us to make judgements about student achievement but also, grow our understanding about teacher effectiveness.

Key Improvement Strategy

Data sets will be made more readily available to assist teachers to tailor their teaching according to student needs.

The following indicators of success were useful in assessing our success with this key improvement strategy, however, the recommendations from the external validation panel indicate that we have significant further work to do in this area.

- A Grade Point Average data set was trialled for comparing all 'Accredited Package' students' achievements from semester one with semester two. This data set was established for semester one however, its limitations as a 'value-add' measure need to be addressed if this measure is used in 2016 and beyond.
- Retention rate data for student's transition from year 11 to year 12 was used as one measure indicating student success in their studies. The target of 95 per cent; excluding appropriate transitions to work, other places of education and/or training or departure from current residence; was not achieved, however, the retention rate for 2015 was 92.5 per cent and this was an acceptable outcome.
- Another data source of student success used in 2015 was the percentage of students completing year 12 compared to the previous year. In 2014, 85.8 per cent of year 12 students achieved an ACT Senior Secondary Certificate and in 2015, 89.6 per cent achieved this credential.

The external validation panel made the following recommendation in relation to identifying, collecting and analysing data as evidence of success.

“Prioritising the college-wide analysis and discussion of systematically collected data

Crucial to Erindale College's next performance cycle will be a greater focus on analysis and discussion of data. As part of the college's planning for this next stage, the panel encourages school leaders to conduct more research and seek to innovate around a systematic approach to the collection, analysis and use of student achievement and wellbeing data in all its possible forms. Teacher capacity will need to be further developed to ensure their curriculum design, teaching and assessment methods are exemplary, and their collection, storage, analysis of data presents evidence to inform their practice. The panel found clear evidence that students would like a greater voice in how they are taught and on their progress. Clarity about what students are expected to learn and be able to do, high expectations of every students learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action should now be key elements of the schools continued development in the area of improved teaching and learning. The panel noted inconsistent use of objective data to support ongoing decisions around successful teaching.”

Priority

Create a learning community with a diversity of life pathways for students

The external validation panel provided the following commendation in relation to this priority.

“Innovating with a contemporary view towards the future

The panel commends the college for its wide range of programs designed to meet the specific needs of students. The college applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the college to respond appropriately to the needs of individual learners.”

The key improvement strategies for this priority aimed to expand with new initiatives and enhance those already in existence. The following lists our performance in relation to the priority.

Key Improvement Strategy

Cambridge International Examinations / Curriculum is available to students.

- A branding and marketing strategy for Erindale College Cambridge International Education (CIE) pathway was designed and implemented during term two in 2015 with bus advertising; TV; banners; shopfront information booths and parent information sessions.
- The ACT Education Directorate’s International Education Unit was briefed and engaged in international marketing initiatives. With this market in mind, the SLC International Education Academy will be booked to travel to China on a marketing trip in May 2016.
- Students enrolled in Cambridge International Education courses from Semester two. Five students had commenced International General Certificate of Secondary Education (IGCSE) studies and by term four 2015 and three students had commenced AS level programs.
- International fee-paying student enrolment was pursued with eight students enrolled in our international education program in term four of 2015.

Key Improvement Strategy

Big Picture Academy launches a refined approach to Big Picture Program

This strategy was evaluated with the following indicators of success.

- The Big Picture (BP) classes totalled ten students with five students doing BP on two timetabled lines.

- Student one-on-one reviews at semester Roundtables provided feedback to teachers on the success of BP students. The overall positive responses about 'personalised' learning were considered a considerable strength of the program.
- Year 12 Big Picture students' graduation rate was 70 per cent with the three non-graduates having left the college. One student left as he received a professional football contract in Sydney and the second student leaving for employment.
- Two staff attended project-based learning PL in Sydney.
- Big Picture students engaged with multimedia technology such as the *greenscreen* and *multicamera* live to broadcast college events such as several TSP sporting events.
- The college BP executive teacher formed stronger collaborative links in 2015 with Lake Tuggeranong and Canberra College and currently working with new leadership team at Wanniasa School.
- Executive teacher invited to be a member of the Innovative Assessment group along with Gungahlin College and CIT.

Key Improvement Strategy

Mindyigari Centre support services are enhanced to improve tracking of Aboriginal and Torres Strait Islander student progress and outcomes.

This strategy was evaluated with the following indicators of success.

- Year 12 graduation rate for Indigenous students achieved at a level higher than the target with the 2015 graduation rate being 100 per cent.
- Expanded enrolments (total 58) of Aboriginal and Torres Strait Islander students due to support of students through the Mindyigari Centre.
- The 30 graduating students all received an ACT Senior Secondary Certificate with three of the students completing a Tertiary Package.
- Ten students acquired a VET Certificate and a further 16 students received a Statement of Attainment in VET. The actual retention rate for Indigenous students from year 11 in 2014 with an enrolment of 28 students, to year 12 in 2015 with 23 students transitioning, which was a rate of 82 per cent.
- A joint action project between the ANU and the University of Canberra, the ACT Indigenous Success year-long program, resulted in four students gain direct access to the University of Canberra in 2016.
- Three Indigenous students gained an ACT Government or Federal Government Traineeship.

The final commendation of the external validation panel is worth noting at the conclusion of this part of the report as it highlights a key dimension of the culture we aim to promote.

“Comprehensively addressing student well-being

The panel was impressed with the college’s endeavours to embrace all dimensions of student wellbeing. The college’s provision of many pathways, the integrity with which they allow those students to choose those pathways and with structures and resources that promote safety and student self-esteem is commendable. Teachers are encouraged to respond to differences in cultural knowledge and learning styles and abilities to optimise student achievement.”

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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	396106.00	510155.35	906261.35
Voluntary contributions	8390.00	15990.00	24380.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	37679.80	31794.23	69474.03
External income (including community use)	-2.00	0.00	-2.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	22849.37	-11488.65	11360.72
TOTAL INCOME	465023.17	546450.93	1011474.10
EXPENDITURE			
Utilities and general overheads	150400.00	176013.37	326413.37
Cleaning	84766.15	86299.85	171066.00
Security	68.18	324.91	393.09
Maintenance	62890.82	36024.24	98915.06
Administration	10071.26	10712.31	20783.57
Staffing	0.00	0.00	0.00
Communication	5436.67	13450.42	18887.09
Assets	0.00	4681.81	4681.81
Leases	10626.00	28807.82	39433.82
General office expenditure	32963.85	11392.31	44356.16
Educational	26711.23	38993.70	65704.93
Subject consumables	22366.81	18676.73	41043.54
TOTAL EXPENDITURE	406300.97	425377.47	831678.44
OPERATING RESULT	58722.20	121073.46	179795.66
Actual Accumulated Funds	57686.12	124885.35	124885.35
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	116408.32	245958.81	304681.01

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1235.68

Voluntary contributions

These 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 2015.

Reserves

No reserves are held by the college.

Endorsement Page

I declare that the Erindale College Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39(4) The school board must give effect to the chief executive's directions.
- 44(2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47(2) However, the school board must meet at least four times a year.
- 48(10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49(3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49(5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Paul Styles	Chris Hanger
Community Representative:	Nil	
Teacher Representative:	Debbie O'Brien	Miriam Jerrems
Student Representative:	Sarah Fowler	Milenia Jugovic
Board Chair:	Paul Styles	
Principal:	Michael Hall	

Information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: _____

Date: 25-5-2016

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

Board Chair Signature: _____

Date: 25-5-2016