



## Narrabundah College

### Annual School Board Report 2018

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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

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School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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- Education Directorate Strategic Plan 2018-2021 discussed.
- College's Annual Action Plan presented: staff to focus on quality teaching and learning; feedback now embedded and continues to be an ongoing focus in all classes.
- Professional Learning Communities (PLCs) expanded to focus on teacher practice to improve teaching and student learning.
- Narrabundah College: Finalist in National Education Award, nominated by the Board Chair.
- College Modernisation Program continued into 2018. Staff and students moved into The Village at the end of term 2. Buildings B, C and D were demolished over the Christmas holidays.

## School Context

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Narrabundah College is a large and vibrant government co-educational college nestled in beautiful grounds located near the parliamentary triangle. The college has over 945 students in years 11 and 12, and offers a challenging curriculum in a caring environment to meet the needs of students in a globalised world. Indeed Narrabundah College has an international atmosphere with over 30% of our students born overseas.

The college's diverse curriculum includes nine languages offered at Beginning, Continuing and Advanced levels. In 2018 the languages offered were: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish with over 550 students studying a second language.

In addition to the ACT Year 12 Certificate, the college offers the International Baccalaureate (IB) Diploma and the French Baccalauréat. Narrabundah College was the first school in Australasia to deliver the IB program and it has been delivering this curriculum successfully for over 30 years.

The college has maintained a tradition of success and offers a broad and academically rigorous curriculum that is carefully designed to enhance students' skills in research, critical thinking, communication and self-management in a focused and supportive environment. Study Hub was

introduced in 2013: this resource continues to be accessed by large numbers of students to improve their study skills and support their learning.

Narrabundah College challenges national trends in Maths, Science and Languages in that we have significant numbers of students studying these subjects. In 2018, 190 year 11 students and 176 year 12 students studied Specialist Options and/or Core Maths (the highest levels in Maths); 153 students studied Physics and 288 students studied Chemistry over the 2 years and a further 507 students studied Biology, Human Biology and the Exercise Sciences. Over 570 students studied a second language.

In 2018, 46 year 11 students were offered places at ANU Extension and 44 year 12 students completed their chosen course.

Further, in our environment, students are also encouraged to become significant contributors to society and take up challenges in areas such as: leadership, supporting charities, managing and improving the environment, debating, value adding to the local community, participating in sports and much more.

Narrabundah College recognises the special needs of students in the challenging senior secondary years and we continue to provide a safe, supportive and caring environment that fosters each student's personal growth. Our well-resourced Student Services Team advises students on course and careers counselling as well as monitoring and supporting students in their welfare, academic progress and student pathways planning during their two years at this college.

In 2018, the college continued to strengthen and promote the strong partnerships with our parents/carers and the community. For example: The Parent/Student/Teacher year 11 interviews are now embedded in our calendar to take place in December each year.

The P & C ran another very successful fund-raising Sausage Sizzle at Bunnings which was very well supported by our community.

## Student Information

### *Student enrolment*

In 2018 there were a total of 939 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	438
Female	501
Aboriginal and Torres Strait Islander	7
LBOTE*	495

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### *Student attendance*

Year level	Attendance rate
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11	**
12	**

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

**\*\* Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.**

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
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Teaching Staff: Full Time Equivalent Permanent	48.95
Teaching Staff: Full Time Equivalent Temporary	7.45
Non Teaching Staff: Full Time Equivalent	8.93

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## 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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 84% of parents and carers, 95% of staff, and 86% 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 67 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.	97
Teachers give useful feedback.	92



Teachers at this school treat students fairly.	94
This school is well maintained.	55
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	90
Students like being at this school.	90
This school looks for ways to improve.	85
This school takes staff opinions seriously.	71
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	81
Staff get quality feedback on their performance	68
Staff are well supported at this school.	85

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 311 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.	91
Teachers give useful feedback.	75
Teachers at this school treat students fairly.	84
This school is well maintained.	69
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	81
Student behaviour is well managed at this school.	77
My child likes being at this school.	88
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	69

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 649 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	87
Teachers give useful feedback.	63
Teachers at my school treat students fairly.	74
My school is well maintained.	59
I feel safe at this school.	82
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	60
I like being at my school.	70
My school looks for ways to improve.	72
Staff take students' opinions seriously.	68
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	68

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement 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 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	98.1
Receiving an ACT Senior Secondary Certificate	98.1
Receiving an ATAR	84.1

Source: Board of Senior Secondary Studies 2018

## Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in 2018. 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 in 2018 by percentage***

Outcome	College	ACT
University	62.6	41.1
CIT/TAFE	3.6	12.7
Other training provider	2.9	5.3
Deferred Studies	26.3	31.0
Employed	59.7	74.9
Not studying or employed	5.8	6.6

Source: Planning and Analytics

## 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	748083.37	653363.23	1401446.60
Voluntary contributions	15500.00	49950.00	65450.00
Contributions & donations	1424.63	28939.96	30364.59
Subject contributions	60296.17	13245.32	73541.49
External income (including community use)	51253.22	20695.37	71948.59
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	19863.07	21150.52	41013.59
<b>TOTAL INCOME</b>	<b>896420.46</b>	<b>787344.40</b>	<b>1683764.86</b>
EXPENDITURE			
Utilities and general overheads	109013.80	149505.26	258519.06
Cleaning	127585.61	115038.04	242623.65
Security	5534.77	9091.95	14626.72
Maintenance	53266.63	116527.30	169793.93
Administration	40661.14	73716.69	114377.83
Staffing	265138.60	0.00	265138.60
Communication	16923.13	5743.24	22666.37
Assets	11129.25	334197.59	345326.84
Leases	3647.16	2306.16	5953.32
General office expenditure	81760.97	39566.15	121327.12
Educational	194493.96	86943.96	281437.92
Subject consumables	11193.37	15104.41	26297.78
<b>TOTAL EXPENDITURE</b>	<b>920348.39</b>	<b>947740.75</b>	<b>1868089.14</b>
<b>OPERATING RESULT</b>	<b>-23927.93</b>	<b>-160396.35</b>	<b>-184324.28</b>
<b>Actual</b> Accumulated Funds	1255056.46	1349985.46	1489985.46
Outstanding commitments (minus)	-57884.32	0.00	-57884.32
<b>BALANCE</b>	<b>1173244.21</b>	<b>1189589.11</b>	<b>1247776.86</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 2018.

## Reserves

Name and Purpose	Amount	Expected Completion
None		

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Catherine Moore,	Toktam Ebadi	Jennifer Marston.
<b>Community Representative(s):</b>	[N/A		
<b>Teacher Representative(s):</b>	Jacqui Ockwell	Assunta Currado-Nitz	
<b>Student Representative(s):</b>	Brigid Milthorpe	Sarah Parker	
<b>Board Chair:</b>	Catherine Moore		
<b>Principal:</b>	Kerrie Grundy		

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

2019 Board Chair  
Signature:

Cissy Lu

Date: 21 / 06/2019

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:

Kerrie Grundy

Date: 21 / 06 / 2019