



Hawker College

Annual School Board Report 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.

School Context

Opened in 1976, Hawker College is a senior secondary college with established strong traditions in academic achievement, vocational education and training, and cultural, sporting, artistic and leadership activities. The college promotes the values of honesty, excellence, fairness and respect through a learning environment that is inclusive, supportive, rigorous and purposeful. 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 courses and the college has excellent facilities for use in the fields of study offered and for learning beyond the classroom. The college has a strong record of innovation in senior secondary education.

Extensive services that support wellbeing, study skills, employment capabilities and career planning are provided to ensure students reach their full potential. This includes transitions support, careers counselling and guidance, work experience, study support, vocational opportunities, academic 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 608 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	292
Gender - Female	308
Aboriginal and Torres Strait Islander	19
LBOTE*	130
Non-binary or other**	8

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.

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	30.58
Teaching Staff: Full Time Equivalent Temporary	4.40
Non Teaching Staff: Full Time Equivalent	24.49

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, 74.6% of parents and carers, 95.6% of staff, and 67.6% 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 45 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.	93
Teachers give useful feedback	92
Teachers at this school treat students fairly.	93
This school is well maintained.	56
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	67
Students like being at this school.	84
This school looks for ways to improve.	89
This school takes staff opinions seriously.	62
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	80
Staff get quality feedback on their performance	53
Staff are well supported at this school.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 67 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.	78
Teachers give useful feedback	67
Teachers at this school treat students fairly.	75
This school is well maintained.	64
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	79
Student behaviour is well managed at this school.	61
My child likes being at this school.	82
This school looks for ways to improve.	66
This school takes parents' opinions seriously.	52
Teachers at this school motivate my child to learn.	61
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	67
This school works with me to support my child's learning.	52

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 250 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.	76
Teachers give useful feedback	63
Teachers at my school treat students fairly.	73
My school is well maintained.	60
I feel safe at this school	76
I can talk to my teachers about my concerns.	56
Student behaviour is well managed at my school.	52
I like being at my school.	50
My school looks for ways to improve.	61
Staff takes students' concerns seriously	69
My teachers motivate me to learn.	61
My school gives me opportunities to do interesting things.	66

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	87.05%
Receiving an ATAR	38.49%
Receiving an ACT Senior Secondary Certificate	87.05%

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	35.71%	37.40%
CIT/TAFE	7.14%	12.53%
Other training provider	11.22%	7.41%
Deferred Studies	28.57%	25.81%
Employed	77.55%	77.15%
Not studying or employed	9.18%	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	703637.65
Contributions and Donations	34642.55
Subject Contributions	471.00
Hire of Facilities	59582.77
External Revenue	155756.08
Sale of Assets	52.85
Interest Received	21372.76
Other School Revenue	53817.06
TOTAL INCOME	1029332.72
EXPENDITURE	
Utilities and General Overheads	200453.17
Security and Caretaking	0.00
Maintenance	59258.01
Administration	26780.78
Staffing Expenditure	192830.35
Communication	15194.41

Assets & Leases	106897.05
General Expenses	39247.46
Educational Resources	124166.43
Subject Consumables	34.96
Directorate Funded Payments	92938.33
Other Payments	48666.83
TOTAL EXPENDITURE	906467.78
OPERATING RESULT	122864.94
Accumulated Funds	393663.51
BALANCE	516528.45

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
Potential staffing debt 2023 Retained to cover additional staffing expenditure in 2023	\$300,000	2024
Belconnen Training RTO staffing 2023 Funds received from Belconnen Training RTO network schools to cover the cost of staffing in 2023.	\$155,000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Petrina Olds	Richard Czumak
Board Appointed Member:	Chris Davis	
Teacher Representative(s):	Yvonne Masters	Chontel Green,
Student Representative(s):	Kieren Truelsen	Keira Evans
Board Chair:	Chris Davis	
Principal:	Lyndall Henman	

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

2022 Board Chair Signature: Chris Davis

Date: 11 April 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: Lyndall Henman

Date: 11 / 04 / 2023