

Gungahlin
College

Annual School Board Report 2020



gungahlin
COLLEGE
connect learn achieve



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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

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Outcomes for College Students	6
Post School Destination	7
Financial Summary	8
Voluntary Contributions	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

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

2020 was an unprecedented year for the School Board with the onset of the COVID -19 pandemic. The main focus of the School Board was to build strong connections with students, parents and carers, and to support college initiatives for student wellbeing in an ever-changing environment. The Board supported the college with the introduction of remote online learning, followed by a change to the student timetable as on-site classes resumed.

Despite the challenges of the year, the college provided many opportunities to enrich students' learning with excursions, camps, sporting activities, the annual drama performance, art exhibitions, leadership opportunities, ASBAs and work experience for students.

I would like to take this opportunity to thank the Gungahlin College staff for all their hard work in educating and supporting their students and helping these young adults prepare for their chosen pathways. Teachers and support staff can take pride in their role in developing the future leaders of our community.

A special mention to my fellow Board members: Priscilla Wray, Shane Nicholl, Meagan Wilson, Michaela Dawe, Gemma Steele, Jessica Henry, Rhett Eldred, and Chantelle Lawson. Thank you for your support, expertise and contributions over the course of the year. I have confidence that Gungahlin College will continue to deliver high quality learning opportunities for their students, with a strong focus on the wellbeing of our students.

Mr Kumar Muthiah

Gungahlin College Board Chair 2020

School Context

Gungahlin College is one of Australia's most dynamic schools offering an educational experience in years 10, 11 and 12 designed to inspire individual achievement and confidence for life. Our extensive curriculum, supported by an inclusive Pastoral Care program and a wide range of student development opportunities, gives students the flexibility to develop their own individual pathway to academic success.

Established in 2011 Gungahlin College has been purpose built for teaching and learning in the 3rd millennium. The college design, facilities and fit out make Gungahlin College the finest example of senior secondary education in Australia. The College features the latest in sustainable design and includes flexible learning hubs for collaborative learning, a media centre with TV and photography studios, a performing arts theatre with dance and drama studios, high standard music and arts

facilities, a full commercial kitchen and computer networking laboratory. The College is also a Registered Training Organisation to deliver Vocational Courses.

Teaching and learning incorporates extensive use of Information and Communication Technology (ICT) in a wireless networking environment. Gungahlin College students have extended library access as the College library is a joint use facility with the Gungahlin public library and CIT all on our College campus. The College has formed several strong partnerships with universities both nationally and internationally, as well as within the local Canberra community. A selective year 10 program commenced in 2012, targeting students with a keen interest and ability in Science, Mathematics and related technologies.

At Gungahlin College student wellbeing is given the highest priority. Through our Pastoral Care Program, and a range of student support services, we provide a safe, supportive and caring environment. Student leadership, personal development and community service opportunities enable students to become involved in college governance and local and global communities, developing students as positive contributors to society. Gungahlin College is a dynamic inspiring and nurturing learning community dedicated to supporting all students to achieve their individual potential. A rigorous academic curriculum is offered to meet the needs of students seeking to excel at the highest level.

Student Information

Student enrolment

In this reporting period there were a total of 1,187 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	621
Gender - Female	566
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	31
LBOTE**	305

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	61.85
Teaching Staff: Full Time Equivalent Temporary	14.85
Non Teaching Staff: Full Time Equivalent	30.06

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 2021. 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, 68% of parents and carers, 97% of staff, and 65% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 68 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.	91
Staff are well supported at this school.	71
Staff get quality feedback on their performance.	58
Student behaviour is well managed at this school.	78
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	93
Students like being at this school.	88
Students' learning needs are being met at this school.	85
Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	88
Teachers give useful feedback.	78
This school is well maintained.	82
This school looks for ways to improve.	84
This school takes staff opinions seriously.	53
This school works with parents to support students' learning.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 186 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	
I can talk to my child's teachers about my concerns.	77
My child feels safe at this school.	87
My child is making good progress at this school.	61
My child likes being at this school.	77
My child's learning needs are being met at this school.	57
Student behaviour is well managed at this school.	55
Teachers at this school expect my child to do his or her best.	80
Teachers at this school give useful feedback.	69
Teachers at this school motivate my child to learn.	57
Teachers at this school treat students fairly.	68
This school is well maintained.	85
This school looks for ways to improve.	59
This school takes parents' opinions seriously.	47
This school works with me to support my child's learning.	59

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 320 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 can talk to my teachers about my concerns.	46
I feel safe at this school.	70
I like being at my school.	55
My school gives me opportunities to do interesting things.	60
My school is well maintained.	69
My school looks for ways to improve.	59
My teachers expect me to do my best.	76
My teachers motivate me to learn.	57
Staff take students' concerns seriously.	62
Student behaviour is well managed at my school.	48
Teachers at my school treat students fairly.	61
Teachers give useful feedback.	58

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	93.08
Receiving an ACT Senior Secondary Certificate	93.08
Receiving an ATAR	39.89

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.

Note: The survey was conducted in May 2020 during COVID-19 lockdown. This has impacted the results, particularly for employment.

Table: Comparison of post school destinations for students by percentage

Outcome	College	ACT
University	36.4	36.0
CIT/TAFE	11.4	10.9
Other training provider	6.8	6.4
Deferred Studies	25.5	30.3
Employed	68.6	62.4
Not studying or employed	10.0	15.1

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-June	July-December	January-December
Self-management funds	477383.90	506915.12	984299.02
Voluntary contributions	18175.00	24120.00	42295.00
Contributions & donations	4800.00	12270.00	17070.00
Subject contributions	10884.11	22299.40	33183.51
External income (including community use)	33181.60	24033.18	57214.78
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	13720.91	11115.16	24836.07
TOTAL INCOME	558145.52	600752.86	1158898.38
EXPENDITURE			
Utilities and general overheads	130421.81	211465.64	341887.45
Cleaning	21488.63	14934.65	36423.28
Security	18423.97	5758.45	24182.42
Maintenance	320103.09	156561.01	476664.10
Administration	27894.46	10508.63	38403.09
Staffing	0.00	0.00	0.00
Communication	6777.98	18012.20	24790.18
Assets	11285.41	51583.90	62869.31
Leases	29346.18	40241.97	69588.15
General office expenditure	18309.41	19158.19	37467.60
Educational	75220.94	113765.14	188986.08
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	659271.88	641989.78	1301261.66
OPERATING RESULT	-101126.36	-41236.92	-142363.28
Actual Accumulated Funds	807177.62	1397584.54	1331101.60
Outstanding commitments (minus)	-14214.71	0.00	-14214.71
BALANCE	691836.55	1356347.62	1174523.61

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
Computer Leases 2021/22. This is to renew student and staff computers across the College when existing machines reach the end of life. This is an annual cost over the life of the lease.	\$40,000	2022
Upgrade ICT equipment. This is to refresh and update technology across the College to enable teachers to access the latest software and equipment.	\$92,000	2022
Staff Professional Development 2022. This is to fund high standard professional development for all teachers across the College.	\$50,000	2022
Education Initiatives 2022/2023. This is to support staff develop and explore ideas relating to teaching and learning.	\$50,000	2022/2023
Asset Management 2022/2023. This is to refresh and renew furniture and equipment across the site. The College is now eleven years of age and some equipment is reaching end of life.	\$150,000	2022/2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Mr Shane Nicholl,	Mrs Meagan Wilson.
Community Representative(s):	N/A	
Teacher Representative(s):	Ms Jessica Henry,	Mr Rhett Eldred.
Student Representative(s):	Ms Michaela Dawe,	Miss Gemma Steele.
Board Chair:	Mr Kumar Muthiah	
Principal:	Ms Priscilla Wray	

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

2020 Board Chair Signature: Mr Kumar Muthiah

Date: 24/ 06/ 2021

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: Mr Michael Lemmey

Date: 25 / 06 / 2021