



# Hawker College

Annual School Board Report 2020



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

## 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, 2021

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

# Contents

---

Reporting to the community.....	1
Summary of School Board activity .....	<b>Error! Bookmark not defined.</b>
School Context .....	1
Student Information .....	1
Student enrolment.....	1
Student attendance .....	<b>Error! Bookmark not defined.</b>
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications.....	2
Workforce composition .....	2
School Review and Development .....	3
School Satisfaction .....	3
Overall Satisfaction .....	3
Learning and Assessment .....	5
Performance in Literacy and Numeracy .....	<b>Error! Bookmark not defined.</b>
Early years assessment .....	<b>Error! Bookmark not defined.</b>
NAPLAN .....	<b>Error! Bookmark not defined.</b>
Outcomes for College Students .....	5
Post School Destination .....	5
Financial Summary .....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## 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, the Hawker College has established strong traditions in academic achievement, vocational development, and sporting, artistic and cultural activities. We provide a learning environment that is rigorous, purposeful, supportive, caring and friendly. The college promotes values of honesty, excellence, fairness and respect. Quality learning experiences offered at Hawker College are contemporary and are designed to assist our students in achieving their desired future.

The diverse senior secondary curriculum 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 teaching fields and the college has excellent facilities for use in the fields of study offered. The college has a strong record of innovation in senior secondary education.

To ensure our students reach their full potential, they are provided with extensive student support services. This includes transition support, careers counselling, work experience, academic and vocational package support, pastoral care, school counsellor and chaplain services, and Home Group interviews for Student Pathways Planning.

Hawker is a student-centred college. Our 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. We have high expectations in relation to academic performance, attendance and behaviour. Home Group teachers, supported by a Year Coordinator for each year, monitor the overall progress of each student in a Home Group and together with our Careers team advise on their selection of Accredited (A) and Tertiary (T) packages for their secondary college programs.

The priority enrolment area of Hawker College encompasses the suburbs of Hawker, Weetangera, Scullin, Strathnairn, Page, Holt and Higgins.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 453 students enrolled at this school.

**Table: Student enrolment\***

Student type	Number of students
Gender - Male	223
Gender - Female	230

Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	17
LBOTE**	88

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	25.21
Teaching Staff: Full Time Equivalent Temporary	8.00
Non Teaching Staff: Full Time Equivalent	19.86

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 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, 82% of parents and carers, 93% of staff, and 80% 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 40 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.	93
Staff are well supported at this school.	63
Staff get quality feedback on their performance.	50
Student behaviour is well managed at this school.	80
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	90
Students like being at this school.	90
Students' learning needs are being met at this school.	90
Teachers at this school expect students to do their best.	95
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	79
This school is well maintained.	68
This school looks for ways to improve.	90
This school takes staff opinions seriously.	48
This school works with parents to support students' learning.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 77 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.	82
My child feels safe at this school.	94
My child is making good progress at this school.	78
My child likes being at this school.	86
My child's learning needs are being met at this school.	80
Student behaviour is well managed at this school.	67
Teachers at this school expect my child to do his or her best.	83
Teachers at this school give useful feedback.	74
Teachers at this school motivate my child to learn.	73
Teachers at this school treat students fairly.	72
This school is well maintained.	73
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	63
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 156 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.	54
I feel safe at this school.	81
I like being at my school.	60
My school gives me opportunities to do interesting things.	78
My school is well maintained.	76
My school looks for ways to improve.	75
My teachers expect me to do my best.	80
My teachers motivate me to learn.	72
Staff take students' concerns seriously.	68
Student behaviour is well managed at my school.	60
Teachers at my school treat students fairly.	66
Teachers give useful feedback.	67

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	87.74
Receiving an ACT Senior Secondary Certificate	87.74
Receiving an ATAR	42.92

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***

<b>Outcome</b>	<b>College</b>	<b>ACT</b>
<b>University</b>	34.3	36.0
<b>CIT/TAFE</b>	9.3	10.9
<b>Other training provider</b>	6.5	6.4
<b>Deferred Studies</b>	32.4	30.3
<b>Employed</b>	73.1	62.4
<b>Not studying or employed</b>	12.0	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	319301.00	304984.01	624285.01
Voluntary contributions	2620.00	31490.00	34110.00
Contributions & donations	10.00	15.00	25.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	12183.09	6628.92	18812.01
Proceeds from sale of assets	90.91	0.00	90.91
Bank Interest	5502.38	3536.11	9038.49
<b>TOTAL INCOME</b>	<b>339707.38</b>	<b>346654.04</b>	<b>686361.42</b>
EXPENDITURE			
Utilities and general overheads	71525.14	129863.63	201388.77
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	47253.39	3689.79	50943.18
Administration	38919.28	1203.96	40123.24
Staffing	-15900.00	374006.70	358106.70
Communication	7613.01	8006.94	15619.95
Assets	24019.53	28403.30	52422.83
Leases	14293.71	16409.70	30703.41
General office expenditure	14368.80	8030.77	22399.57
Educational	45265.39	-11026.37	34239.02
Subject consumables	35873.05	11111.03	46984.08
<b>TOTAL EXPENDITURE</b>	<b>283231.30</b>	<b>569699.45</b>	<b>852930.75</b>
<b>OPERATING RESULT</b>	<b>56476.08</b>	<b>-223045.41</b>	<b>-166569.33</b>
<b>Actual</b> Accumulated Funds	409745.92	521618.11	546790.03
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>466222.00</b>	<b>298572.70</b>	<b>380220.70</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 this reporting period.

## Reserves

Name and Purpose	Amount	Expected Completion
<b>Master Plan Building Works Reserve</b> Monies to be used for ongoing building works and improvements within the Master Plan.	\$54 638.52	2022
<b>Staffing Reserve</b> Retained to cover staffing expenditure for 2022.	\$155,000.00	2022

## Endorsement Page

---

### Members of the School Board

<b>Parent Representative(s):</b>	Chris Davis	Jason Lyons	Stuart Semple
<b>Community Representative(s):</b>	N/A		
<b>Teacher Representative(s):</b>	Chontel Green	Jane Southerton	
<b>Student Representative(s):</b>	Jayden Lee	Keiran Truelsen	
<b>Board Chair:</b>	Chris Davis		
<b>Principal:</b>	Andy Mison		

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

2020 Board Chair Signature: Heather Crawford Date: 28 / 08 / 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: Andy Mison Date: 12 / 07 / 2021