



Lake Tuggeranong College
LEARN • THRIVE • CONNECT

Lake Tuggeranong 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

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

In 2018, the Board provided guidance to the college on a wide range of issues. As part of ongoing improvements to the way the college acknowledges and celebrates success, the Board oversaw the introduction of an awards ceremony for year 11 students. Held at the end of teaching in term 4, the event was well supported by parents, staff and students. In addition to subject area recognition for achievement and effort, the awards ceremony focused on the college's three values – Learn Thrive and Connect. The Board also endorsed the Success Assemblies model which saw a wide range of students be acknowledged for their efforts at building a strong college culture. The Board noted the pleasing numbers of parents and family members in attendance throughout the year.

The Board supported student representatives in surveying the student population in regard to the college dress code. This was part of revising the college implementation of the system requirements for public schools.

The Board endorsed two major international excursions planned for 2019 – one to the United States of America and one to Spain.

School Context

Lake Tuggeranong College caters for Years 11 and 12 students. It also hosts a small system-sponsored unit, Connect 10, for disengaged southside students in Year 10. 2018 will be the final year of the Connect 10 unit at the college. Specifically, the college draws from suburbs in the southern and eastern areas of the Tuggeranong Valley. The feeder high schools are Calwell High School, Lanyon High School and Namadgi School.

In 2018, the student enrolment profile continued pointing to sound community support for the college and its programs: MAZE data suggests students move back to their Priority Enrolment Area (PEA) public college, having undertaken Years 7-10 at schools beyond the Tuggeranong Valley. In 2018, 56 percent of year 11 enrolments were from non-feeder high schools. This figure is reduced from that of 2017, when it was as high as 72 percent. 28 percent of all enrolments in 2018 came from outside the PEA.

The number of students on Individual Learning Plans (ILPs) has continued to constitute a significant subset of the student population. There were 39 ILPs in place in 2018. This figure includes the 16 students in the Learning Support Units. Parallel with this is a rapidly growing number of students requiring considerable adjustments to their learning program for retention and success at college. In 2018, 112 students regularly presented to our resources room – a dedicated support suite where

they can access learning support assistants and teachers specifically to address their learning needs. Of those 112 students, 57 benefited from individual learner profiles being developed, as a result of diagnostic and observational data-gathering at the start of the year.

In 2018, 27 students identified as being of Aboriginal and Torres Strait Islander descent. Significant work occurred in 2018 in support of cultural integrity and targeted support of Aboriginal and Torres Strait Islander students, primarily in the form of connecting with community and introducing a mentoring program.

The proportion of students from language backgrounds other than English is 17 percent. The college curriculum continues to reflect this profile with strong English as a Second Language (ESL) programs. The International Private Students (IPS) program also adds to the cultural diversity within the college.

In 2018, the college continued to invest in internal refurbishments in support of the full integration of College Life units. At the end of the year, Pavilion 6 was made the expanded headquarters of College Life, seeing the relocation of the relevant school leaders, the creation of a room for academic officers and student wellbeing coordinators to work with students, the creation of a Help Desk and the relocation of the careers suite. It is anticipated that the co-location of these functions will deliver a seamless support structure for students and make Pavilion 6 the focal point of the college.

The Learning Support Units (known internally as The Hub) relocated to an enhanced suite of spaces in Pavilion 3. The new facilities offer a medical room, common room and staff work areas. Plans are in place to renovate the external courtyard adjacent to The Hub in 2019, to add a sensory garden and outdoor learning area for our students.

By the end of 2018, the college had recruited a permanent deputy principal to the teaching and learning portfolio, following the promotion of the previous deputy.

Student Information

Student enrolment

In 2018 there were a total of 710 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	381
Female	329
Aboriginal and Torres Strait Islander	33
LBOTE*	117

*Language Background Other Than English
Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
10	64.0
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
Teaching Staff: Full Time Equivalent Permanent	47.60
Teaching Staff: Full Time Equivalent Temporary	4.80
Non Teaching Staff: Full Time Equivalent	21.93

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 2019. 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, 91% of staff, and 81% 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 54 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.	91
Teachers give useful feedback.	77
Teachers at this school treat students fairly.	85
This school is well maintained.	92
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	75
Students like being at this school.	90
This school looks for ways to improve.	89
This school takes staff opinions seriously.	72
Teachers at this school motivate students to learn.	85
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	49
Staff are well supported at this school.	70

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 112 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.	89
Teachers give useful feedback.	70
Teachers at this school treat students fairly.	83
This school is well maintained.	94
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	84
My child likes being at this school.	85
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	67
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	72

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 269 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 10/ 11 to 12 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	92
Teachers give useful feedback.	66
Teachers at my school treat students fairly.	76
My school is well maintained.	75
I feel safe at this school.	75
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	58
I like being at my school.	69
My school looks for ways to improve.	71
Staff take students' opinions seriously.	73
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	77

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	85.8
Receiving an ACT Senior Secondary Certificate	85.8
Receiving an ATAR	34.2

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	22.7	41.1
CIT/TAFE	19.9	12.7
Other training provider	6.3	5.3
Deferred Studies	33.5	31.0
Employed	76.7	74.9
Not studying or employed	8.0	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	552201.60	532642.20	1084843.80
Voluntary contributions	7910.00	9048.00	16958.00
Contributions & donations	6633.35	4970.00	11603.35
Subject contributions	8835.10	7668.38	16503.48
External income (including community use)	3363.64	8183.09	11546.73
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7178.04	8173.11	15351.15
TOTAL INCOME	586121.73	570684.78	1156806.51
EXPENDITURE			
Utilities and general overheads	120114.42	140600.08	260714.50
Cleaning	111324.69	109061.16	220385.85
Security	6071.87	21589.90	27661.77
Maintenance	143727.97	119261.40	262989.37
Administration	30748.07	18206.03	48954.10
Staffing	7480.00	79104.80	86584.80
Communication	17792.95	8293.77	26086.72
Assets	146359.46	13968.18	160327.64
Leases	0.00	0.00	0.00
General office expenditure	80832.32	37887.91	118720.23
Educational	35281.75	36518.01	71799.76
Subject consumables	-1635.52	2826.31	1190.79
TOTAL EXPENDITURE	698097.98	587317.55	1285415.53
OPERATING RESULT	-111976.25	-16632.77	-128609.02
Actual Accumulated Funds	380162.61	379583.72	379583.72
Outstanding commitments (minus)	-14717.55	0.00	-14717.55
BALANCE	253468.81	362950.95	236257.15

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
Maths Texts a) To purchase maths texts in line with the Australian Curriculum b) Enhances student learning by providing up to date resources	\$28,000	03/2021
School Initiatives/Upgrades a) To purchase new IT equipment at end of life of current equipment. b) Gives students the most up to date IT equipment available.	\$100,000	11/2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Ross Barnes	Peter Henry	Ann Newsome
Community Representative(s):	Vacant		
Teacher Representative(s):	Toby Grundy	Elliot Davis	Owen Carpenter
Student Representative(s):	Ruby Christensen	Nic Newsome	
Board Chair:	Nic Newsome		
Principal:	Julie Murkins		

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



Deputy Board Chair Signature: Peter Henry

Date: 30 / 05 / 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: Julie Murkins

Date: 30 / 05 / 2019