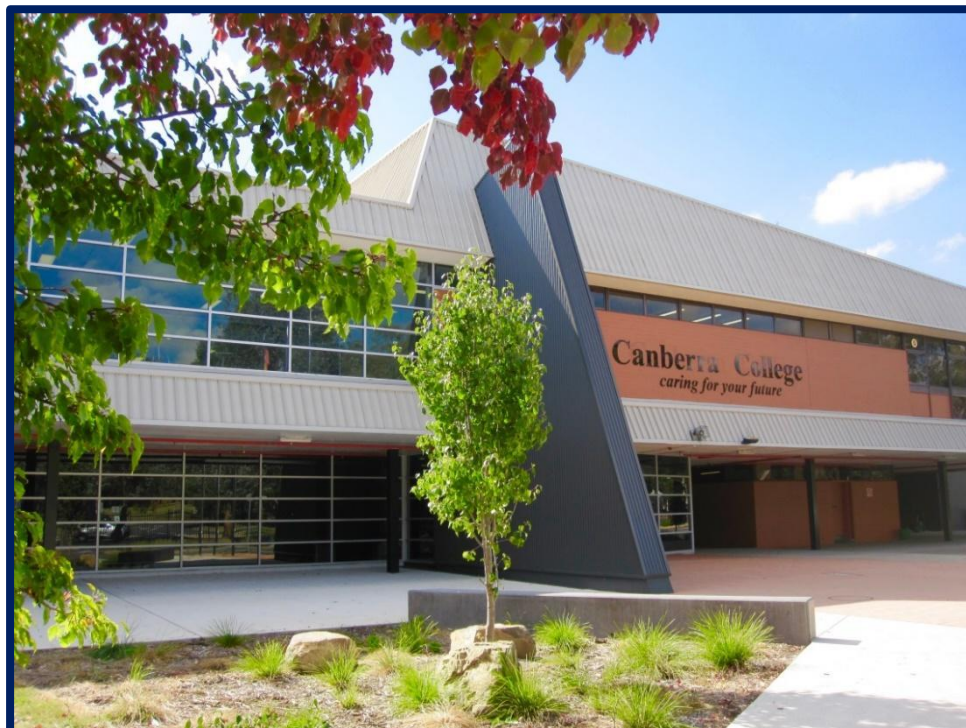




Canberra College

Annual School Board Report 2020



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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.

Summary of School Board activity

On behalf of the Board, I would like to congratulate the students at Canberra College. 2020 was a year disrupted COVID-19, the 2020 cohort adapted and with community health restrictions in place, safely participated in numerous performances, exhibitions, excursions, volunteering, hospitality events and sporting endeavours.

Canberra College is proud of the range of pathways the school offers for students including Canberra College Cares Program for young parents, Australian School Based Apprenticeships, University courses at ANU, Vocational Education, the Futures Program, and the Big Picture Program. These programs add to the educational opportunities available and mean Canberra College attracts a wonderfully diverse range of students.

The graduating class of 534 students achieved excellent results, with 96% receiving a Senior Secondary Certificate. 49% of the class obtained an Australian Tertiary Entrance Rank with a median ATAR of 78.15 and of those, 82% qualified for an Australian university. As well, 34% of students engaged in nationally recognised Vocational Education and Training Programs.

Financially, the College remains in a healthy position and has been able to fund much needed upgrades to school infrastructure including the construction of the Innovation (STEM) Centre scheduled for completion in 2021. Many years in the planning, this facility will extend the learning experience for future students.

I would like to thank all of those who supported our students during this challenging year, including parents, carers, teachers, administrative staff, the School Leadership Team, and other members of the Board.

Karen Strickland

Canberra College School Board Chair 2020

School Context

Canberra College continues to be an educational institution of choice for students in the local and international communities. The diverse composition of our clientele is matched by the diversity of programs and pathways available to the students.

Over the past few years, the demand on places has exceeded the capacity of the college to offer placements to students who reside outside the Priority Enrolment Area. This pressure will continue

to grow as the new suburbs in Molonglo become more established. This will further reduce the capacity of the college to accept out of area placements.

Student Information

Student enrolment

In this reporting period there were a total of 1,143 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	519
Gender - Female	624
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	46
LBOTE**	230

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	58.32
Teaching Staff: Full Time Equivalent Temporary	12.27
Non Teaching Staff: Full Time Equivalent	31.29

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 2019. A copy of the Report of Review 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. 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, 71% of parents and carers, 97% of staff, and 85% 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 71 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.	99
Staff are well supported at this school.	80
Staff get quality feedback on their performance.	70
Student behaviour is well managed at this school.	86
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	96
Students like being at this school.	92
Students' learning needs are being met at this school.	92
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.	94
Teachers give useful feedback.	87
This school is well maintained.	94
This school looks for ways to improve.	89
This school takes staff opinions seriously.	72
This school works with parents to support students' learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 178 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.	74
My child feels safe at this school.	87
My child is making good progress at this school.	64
My child likes being at this school.	86
My child's learning needs are being met at this school.	70
Student behaviour is well managed at this school.	58

Teachers at this school expect my child to do his or her best.	74
Teachers at this school give useful feedback.	69
Teachers at this school motivate my child to learn.	65
Teachers at this school treat students fairly.	72
This school is well maintained.	80
This school looks for ways to improve.	65
This school takes parents' opinions seriously.	60
This school works with me to support my child's learning.	57

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 166 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.	63
I feel safe at this school.	78
I like being at my school.	70
My school gives me opportunities to do interesting things.	81
My school is well maintained.	86
My school looks for ways to improve.	80
My teachers expect me to do my best.	91
My teachers motivate me to learn.	76
Staff take students' concerns seriously.	73
Student behaviour is well managed at my school.	71
Teachers at my school treat students fairly.	72
Teachers give useful feedback.	61

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	82.46
Receiving an ACT Senior Secondary Certificate	82.46
Receiving an ATAR	45.15

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	32.7	36.0
CIT/TAFE	13.3	10.9
Other training provider	5.6	6.4
Deferred Studies	29.4	30.3
Employed	59.3	62.4
Not studying or employed	16.9	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	544435.18	475171.80	1019606.98
Voluntary contributions	4200.00	77400.00	81600.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	54466.77	16039.77	70506.54
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	8203.07	7518.64	15721.71
TOTAL INCOME	611305.02	576130.21	1187435.23
EXPENDITURE			
Utilities and general overheads	189866.53	192287.71	382154.24
Cleaning	0.00	0.00	0.00
Security	18639.50	8457.48	27096.98
Maintenance	162555.57	70731.13	233286.70
Administration	37536.54	30848.78	68385.32
Staffing	-23240.00	686.02	-22553.98
Communication	11067.70	11622.09	22689.79
Assets	20147.91	3224.39	23372.30
Leases	35028.45	36698.92	71727.37
General office expenditure	49079.11	46211.86	95290.97
Educational	109614.38	76616.51	186230.89
Subject consumables	9531.04	17210.68	26741.72
TOTAL EXPENDITURE	619826.73	494595.57	1114422.30
OPERATING RESULT	-8521.71	81534.64	73012.93
Actual Accumulated Funds	804473.13	222287.10	275322.90
Outstanding commitments (minus)	-9018.44	0.00	-9018.44
BALANCE	786932.98	303821.74	339317.39

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 2021.

Reserves

Name and Purpose	Amount	Expected Completion
STEM Facility – created to partially fund the building of a new facility for STEM to enhance the delivery of STEM curriculum and other courses	339,696	2021
STEM Facility – Furniture and facilities	100,000	2021
Toilet Upgrade - Created to improve staff amenities	20,000	2021
Carbon Neutral Loan - created to fund repayment of loan agreement	97,500	2021
CCCaes – Vocational Education- created to assist in the ongoing costs of student Vocational education – ASBA payments	101,600	2021
Total	658,796	2021

Members of the School Board

Parent Representative(s):	Karen Strickland	Becki Sonter	Lisa Rauter
Community Representative(s):	N/A		
Teacher Representative(s):	Theresa Carroll	Kathi Morfiadakis	
Student Representative(s):	Sophie Thorp	Elizabeth Whitbread	Eliza Evers
Deputy Principals	Jan Marshall	Rachael Radvanyi	Chris Brown
Board Chair:	Karen Strickland		
Principal:	Michael Battenally		

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

2020 Board Chair Signature: *Karen Strickland*

Date: 23/ 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: *Michael Battenally*

Date: 23/ 08/ 2021