

Dickson College

Annual School Board Report 2021



Above: Ashton Hopkins, Wind Turbine Panorama, digital photograph, 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.

Summary of School Board activity

The Board supported the Principal and executive team to focus on returning the college to a 'new normal' post pandemic. This has again been a challenging year for all of us who support our young people, and we commend Craig and his team for their commitment and support during this time.

In 2021, the Dickson College Board focused on the strategic direction and priorities for the college. This meant continuing to work with the executive on implementing the actions from the 2020 School Review including developing staff capabilities. This focus also saw an increase in permanent teaching appointments, ensuring improved continuity for our students.

We heard from the student-led Sustainability and Waste Action Group and is committed to supporting environmental initiatives. It has also been engaging with the Minister and government colleagues to improve the College's assets and infrastructure.

We welcomed new staff, parent and student members to the Board and acknowledged the leadership and thanked the outgoing Chair, Mr Chris Johnston.

School Context

Dickson College is a Senior Secondary school (Years 11 & 12) situated in the inner north of Canberra. The College also runs the only Secondary (7 – 12) Introductory English Centre (SIEC) in the ACT. At our College, we embrace every student as an individual, with their own unique talents, passions, and interests. We aim to support and challenge each student to grow and thrive at school and beyond. At DC, we believe that developing highly capable, confident, and caring young people is fundamental to a successful future. Through a focus on effective teaching and student agency, we prioritise the learning and achievement of every young person in our care.

Student Information

Student enrolment

In this reporting period there were a total of 749 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	396
Gender - Female	344
Gender - Non-binary or other*	9
Aboriginal and Torres Strait Islander	28
LBOTE**	212

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
7	96.0
8	100.0
9	93.0
10	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 regarding 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/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	49.66
Teaching Staff: Full Time Equivalent Temporary	2.94
Non Teaching Staff: Full Time Equivalent	24.82

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 approx. 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 76.7% of parents and carers, 92.1% of staff, and 81.2% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after most students and staff returned to school-based learning after a period of approx. 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 38 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.	95
Staff get quality feedback on their performance.	32
Student behaviour is well managed at this school.	79
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	97
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	84
This school is well maintained.	63
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	53

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 150 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	
My child feels safe at this school.	91
My child is making good progress at this school.	73
Student behaviour is well managed at this school.	65
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	69
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	84
This school is well maintained.	75
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	32
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 69 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	49
I feel safe at this school.	68
I am happy to be part of this school.(Replaces 'I like being at my school')	73
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	70
My school is well maintained.	68
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	75
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	72
Staff take students' concerns seriously.	68
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	73
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

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 100.00 % of year 7 students and 100.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

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	89.90%
Receiving an ACT Senior Secondary Certificate	89.90%
Receiving an ATAR	56.74%

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	39.30%	42.18%
CIT/TAFE	12.00%	15.04%
Other training provider	3.30%	5.44%
Deferred Studies	31.30%	22.30%
Employed	69.30%	74.53%
Not studying or employed	12.00%	8.25%

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	1096769.19
Contributions and Donations	6963.21
Subject Contributions	151.40
Hire of Facilities	31231.22
External Revenue	1665.85
Sale of Assets	0.00
Interest Received	11786.00
Other School Revenue	12815.17
TOTAL INCOME	1161382.04
EXPENDITURE	
Utilities and General Overheads	216632.22
Security and Caretaking	3596.24
Maintenance	149007.73
Administration	89596.91
Staffing Expenditure	12068.27
Communication	16012.11
Assets & Leases	175930.00
General Expenses	55979.55
Educational Resources	99525.37
Subject Consumables	42051.94
Directorate Funded Payments	108027.41
Other Payments	61042.85
TOTAL EXPENDITURE	1029470.60
OPERATING RESULT	131911.44
Accumulated Funds	831746.84
BALANCE	963658.28

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
IT Upgrades (Completed) <ul style="list-style-type: none">Updating IT equipment in computer lab.	\$59,675.46	06/2021
Multi-Function Devices	\$50,000.00	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Carlyn Waters,	Tamai Heaton.
Teacher Representative(s):	Vanesa Akister,	Tania Balind.
Student Representative(s):	Ursula Casey-Neil,	Audrey Nelson
Board Chair:	Caryln Waters	
Principal:	Craig Edwards	

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

2021 Board Chair Signature: Carlyn Waters

Date: 10/08/2022

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:

Craig Edwards

Date: 12 / 08 / 2022