



Lake Tuggeranong College

Annual School Board Report 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

Following an introduction to School Board Governance, the 2022 Lake Tuggeranong College Board established a renewed focus on the improvement agenda as the community emerged from the pandemic conditions.

Policy

- ACT Public Schools COVID Management Plan implementation oversight
- Monitored policy compliance via Assurance Checklist

Educational planning

- Resourcing review and workforce planning in line with Student Resource Allocation
- Input into planning of Graduate Profile incorporating TRaC and Line 0
- Timetable changes resulting in increased student access to learning programs
- Trial of Breakout week program of longer learning sessions

Curriculum

- University of Canberra Affiliated Schools Partnership - Literacy capability development action research project
- Development of flexible learning approaches for implementation in 2023
- Review of VET in ACT schools Student Pathways Reform Project
- Additional H course offerings through UC, as well as ANU

Community engagement

- Informing communication and approaches to COVID safety management and remote learning
- Careers Expo & Inclusion Support Careers Expo
- Foreshore redevelopment public consultation with ACT Government
- The Nest - external services linked to the college to connect with and support students.

School performance

- The Board reviewed and ratified the 2021 Impact Report and 2022 Action Plan
- The Annual School Board Report from 2021 summarised school performance using a range of data sets including Board of Studies Certification Report, student attendance, stakeholder satisfaction and financial management.

School Context

Lake Tuggeranong College is a senior secondary public college with a student population of 600 located in South Canberra. Our vision is to be a college of innovation and excellence in teaching and learning; a place where student wellbeing is central to academic success. Our graduates are active lifelong learners, with skills to thrive and connect in personal and global contexts. Our approach to realising this vision is embodied in the Lake Tuggeranong College ideals – Learn, Thrive, Connect.

The college serves its community through the provision of a comprehensive and high quality senior school curriculum offering significant choice to students and their families. In addition to the work in our classrooms, our College Life model operates globally supporting the whole student through their senior secondary years.

Partnerships with our local feeder high schools and other education providers means a smooth transition from Year 10 to Year 11. An active and vibrant Student Leadership Group provides a vehicle for personal leadership development and collective voice for the entire student population. Energy and focus is given to engaging all students in community service and/or volunteering.

Teachers are actively engaged in local professional learning communities, coaching and mentoring programs and ongoing reflection of their practice. Our pedagogical statement commits us to priorities relating to the nature and quality of feedback to learners and their families.

The curriculum, delivered through seven learning areas, provides a wide selection of courses to meet the needs of all students whether they are preparing for tertiary study further training or the workforce. Student feedback on their experiences in courses is routinely sought by the teaching staff as part of continuous quality improvement.

All courses are approved by the ACT Board of Senior Secondary Studies. The college is a Registered Training Organisation and part of the Tuggeranong Sustainable Living Trade Training Centre. At any one time we have a number of students engaged in Australian School-Based Apprenticeships as part of their Year 12 package. Night classes operate in trade course areas, and offer regional Year 10 students early access to nationally recognised qualifications. We offer a specialised flight training program, and we partner with the Canberra Institute of Technology and the Academy of Interactive Entertainment to provide enhanced curriculum offerings in specialist areas. Languages taught include Chinese, Japanese and Spanish and the college regularly hosts international students. A thriving creative and performing arts program regularly sees student achievement recognised at the ACT level.

This picturesque educational setting is supported by excellent facilities including industry standard trade workshops, a fully equipped multi-media centre, a radio station, theatre and dance studios, an agriculture plot, resource rooms for students with special learning needs, as well as a joint-use college and public library.

Student Information

Student enrolment

In this reporting period there were a total of 579 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	302
Gender - Female	265
Aboriginal and Torres Strait Islander	36
LBOTE*	96
Non-binary or other**	12

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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, 153 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	35.19
Teaching Staff: Full Time Equivalent Temporary	4.40
Non Teaching Staff: Full Time Equivalent	24.04

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 will be reviewed in 2024.

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, 83.3% of parents and carers, 65.7% of staff, and 58.4% 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 35 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.	74
Teachers give useful feedback	75
Teachers at this school treat students fairly.	89
This school is well maintained.	80
Students feel safe at this school.	49
Students at this school can talk to their teachers about their concerns.	86
Parents at this school can talk to teachers about their concerns.	86
Student behaviour is well managed at this school.	51
Students like being at this school.	69
This school looks for ways to improve.	86
This school takes staff opinions seriously.	71
Teachers at this school motivate students to learn.	69
Students' learning needs are being met at this school.	57
This school works with parents to support students' learning.	74
Staff get quality feedback on their performance	44
Staff are well supported at this school.	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 18 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	72
Teachers at this school treat students fairly.	61
This school is well maintained.	83
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	50
My child likes being at this school.	89
This school looks for ways to improve.	56
This school takes parents' opinions seriously.	33
Teachers at this school motivate my child to learn.	72
My child is making good progress at this school.	61
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A tot

al of 214 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	
My teachers expect me to do my best.	74
Teachers give useful feedback	63
Teachers at my school treat students fairly.	63
My school is well maintained.	53
I feel safe at this school	59
I can talk to my teachers about my concerns.	53
Student behaviour is well managed at my school.	37
I like being at my school.	47
My school looks for ways to improve.	54
Staff takes students' concerns seriously	64
My teachers motivate me to learn.	55
My school gives me opportunities to do interesting things.	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	78.09%
Receiving an ACT Senior Secondary Certificate	78.09%
Receiving an ATAR	26.15%

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.

Table: Comparison of post school destinations for students by percentage

Outcome	College	ACT
University	18.81%	37.40%
CIT/TAFE	18.81%	12.53%
Other training provider	10.89%	7.41%
Deferred Studies	22.77%	25.81%
Employed	74.26%	77.15%
Not studying or employed	10.20%	7.19%

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	848421.49
Contributions and Donations	13739.80
Subject Contributions	34906.16
Hire of Facilities	12944.57
External Revenue	580.00
Sale of Assets	1118.18
Interest Received	22649.51
Other School Revenue	60086.65
TOTAL INCOME	994446.36
EXPENDITURE	
Utilities and General Overheads	304235.34
Security and Caretaking	0.00
Maintenance	144860.04
Administration	25614.54
Staffing Expenditure	65173.66
Communication	16099.91

Assets & Leases	69197.58
General Expenses	44506.66
Educational Resources	105411.74
Subject Consumables	13095.90
Directorate Funded Payments	38723.03
Other Payments	72673.63
TOTAL EXPENDITURE	899592.03
OPERATING RESULT	94854.33
Accumulated Funds	711009.66
BALANCE	805863.99

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
Learning spaces refurbishment To provide flexible learning spaces to facilitate STEM and project-based learning.	50,000	Semester 2 2023
Maths Textbooks To purchase maths texts in line with the Australian Curriculum to provide students with equitable access to learning resources.	18,000	Semester 2 2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Annalisa Ross	Alanah Hughes
Community Representative(s):	Peter Henry	
Teacher Representative(s):	Anthony Tate	Cameron Taylor
Student Representative(s):	Yumi Callaway	Hunter Rose
Board Chair:	Annalisa Ross	
Principal:	David Briggs	

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

2022 Board Chair Signature: Annalisa Ross

Date: 24/ 05/ 2023

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: David Briggs

Date: 24 / 05 / 2023