



CAMBRIDGE
International Examinations

Cambridge International School



Erindale College

Erindale College

Annual School Board Report 2016



Student musical performance in Erindale College foyer

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.erindalec.act.edu.au>.

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School Board Chair Report

Erindale College experienced another successful year in 2016 in the academic, sports, creative arts and hospitality arenas.

The Cambridge International Education (CIE) classes continue to attract an increasing number of students both local and international. Year 10 enrolments are also increasing year on year.

For the third consecutive year, a student from Erindale College was a finalist for the ANU Tuckwell Scholarship. This is a great achievement. Students also won awards in a number of academic competitions.

Numerous national and international sporting representations were achieved by our students in 2016. Fourteen Talented Sports Program (TSP) students achieved Australian and/or International representative status.

The Mindyigari Centre continues to provide ongoing support for indigenous students. In 2016 two students received scholarships to assist them in pursuing their ACT Senior Secondary Certificates.

In our quest to expand pathways for students, the college introduced a Talented Dance Program in 2016. The students performed at a number of festivals and received positive feedback from both audiences and organisers.

In 2016 Erindale College merged with Lake Tuggeranong College to establish ACTIVE Tuggeranong Registered Training Organisation. An agreement was signed with all five Tuggeranong public High Schools for delivery of Vocational Education and Training competencies from the Hospitality Training Package. This is an example of how the cooperation between various levels of public education provides opportunities for students that would not be otherwise possible.

Congratulations to all the students, staff and wider Erindale College community for an enjoyable, flourishing and exhilarating year.

Context

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex (EERC). This complex provides students with access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open during the day and evening all year round. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool and fully equipped gym. The College Principal is also the General Manager of the EERC and the Business and Facilities Manager, Information Technology Officer, Finance Manager, and Building Service Officer, all service the complex, not just the college.

The college adopts an academy structure in which curriculum and special programs are grouped. By belonging to an Academy students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum for the particular area of interest. College Link is based within Academies and is a mandatory course for all students. In College Link, teachers aim to mentor, and coach students towards success.

Erindale College has evolved over recent years to become a 'boutique college'; one which has a diversity of academic choices for students to pursue their own pathways to their preferred future. The college offers opportunity to any and every student who wishes to achieve an ACT Senior Secondary Certificate (or

equivalent) and guarantees them outstanding support to succeed. In 2016, students enrolled from twenty high schools both locally and interstate.

This evolution has been driven in some ways by the changing demographic of the priority enrolment area (PEA). A shrinking PEA means we have to diversify and encourage students to make deliberate choices to attend the college. We have shaped the college academic program to build in *Pathways* options so that each student can follow a program that suits their strengths, talents and aspirations. The introduction of the Talented Sports Program (TSP); the Year 10 in College program incorporating Year 10 TSP as well as Year 10 SUMMIT (Maths and Science select entry); the Trades Training Centre and more recently, the Cambridge International Education option has broadened our profile. The return of an International Students program has further contributed to an environment that offers every student access to a diversity of pathways with the enrolment growing from eight students to fifteen students by the end of 2016. Interestingly also, there has been an increase by forty percent over the 2015 population of students with a language background other than English.

The successful Mindyigari Centre for Aboriginal and Torres Strait Islander students continues to attract students in the knowledge that their particular needs will be catered for and their talents nurtured. In 2016, fifty Aboriginal and Torres Strait Islander students enrolled which just on ten percent of the student population.

Student Information

Student enrolment

In 2016 there were a total of 516 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	279
Female	237
Indigenous	50
LBOTE	80

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
10	91.0
11	82.0
12	86.0

Source: Planning and Analytics, December 2016

The College Link course assists our young people to be successful students and citizens of our college. Transitioning from high school to college and beyond year 12 puts pressures on all students, not to mention

the demands they put on themselves in living a full and fruitful life. The College Link teacher aims to monitor, counsel and mentor students towards success.

Attendance is checked and followed-up by these College Link teachers. Parents play a significant partnering role with this teacher to maintain positive attendance. Parents are regularly contacted via an online App which delivers instant alerts to parents about student absences. Printed attendance reports are mailed home twice per term. Academic programs are monitored and managed in consultations between student and the Link teacher.

The extra enthusiasm and vigilance of the College Link teachers and indeed, all staff, in addressing attendance matters saw an improvement in attendance rates across all year levels in 2016 compared to 2015.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	57

Source: Teacher Quality Institute, 16 December 2016

All teachers in our senior secondary school setting must have appropriate qualifications as required under legislation. In the final two years of secondary education, specialist teachers are required to conduct classes in which students are preparing for tertiary study at university. Postgraduate study by teachers is encouraged and supported by the college leadership team to ensure students are engaging with suitable qualified teachers.

Workforce composition

The 2016 workforce composition of Erindale College 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	43
Teaching Staff: Full Time Equivalent	41.1
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	11.3

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

There are three indigenous staff members at this school.

The college has been privileged to have a very stable leadership team over the last five years with only one School Leader C position changing in that time. In late 2013, a Deputy Principal for the Tuggeranong Network Sustainable Living Trades Training Centre was appointed with this role being shared among the seven secondary school settings in the Tuggeranong Network.

The teaching team has been deliberately changing to bring the age-range profile to a finer balance and to grow the numbers of early educators and educators in their middle years of teaching. This is also to gain a better balance in the mix of experience with an aim to build in future sustainability within the teaching team.

Likewise, the Administration team has been extremely steady but ongoing reviews of the demands on teacher time continue to inform how administration staff can better serve the professional work of their colleagues.

Utilising college financial resources, a Manager of the Mindyigari Centre was employed to lead and support the Indigenous students of the college. This has proved to be a very successful venture as enrolments and graduation rates of Indigenous students have improved over that time. Interestingly, in 2011 there was one teacher identifying as Indigenous; with a second such teacher in 2012; with three from 2013 until the present.

Erindale College has had the benefit of some stability in the appointment of the College Psychologist in the last two years after several short-term appointments and long periods disrupted during the previous three years with no Psychologist available.

Volunteers

Volunteers assist in coaching roles in the Talented Sports Program (TSP) of the Erindale Sports Academy. These people are representatives of the professional and semi-professional sporting codes in the ACT. Approximately 600 hours collectively are provided to support the students in the TSP. Approximately 150 hours of other guest lecturing roles are in volunteer capacity in areas of the Creative and Performing Arts and within the Mathematics and Science Academy.

The estimated number of hours in which volunteers have worked in the school during 2016 was 750.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the

findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Erindale College will be reviewed in 2019. A copy of the most recent validation report completed in 2015 can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 79% of parents and carers, 93% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school. While the parent response rate remained the same when compared to 2015, both staff and student responses improved in 2016 when compared to the previous year.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 44 staff who took part in the survey are shown in the following table.

Table: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	98
This school is well maintained.	91
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	75
Students like being at this school.	93
This school looks for ways to improve.	98
This school takes staff opinions seriously.	86
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	82
This school works with parents to support students' learning.	82
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 96 parents who took part in the survey are shown in following table.

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.	87
Teachers at this school provide my child with useful feedback about his or her school work.	74
Teachers at this school treat students fairly.	83
This school is well maintained.	83
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	68
My child likes being at this school.	86
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	68
Teachers at this school motivate my child to learn.	77
My child is making good progress at this school.	71
My child's learning needs are being met at this school.	74
This school works with me to support my child's learning.	76

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 384 students who took part in the survey are tabled below.

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.	90
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	79
My school is well maintained.	82
I feel safe at my school.	85
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	62
I like being at my school.	76
My school looks for ways to improve.	71
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	76

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

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 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 a Year 12 Certificate 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

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	83.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	83.00
Percentage of year 12 students receiving an ATAR	23.00

Source: Board of Senior Secondary Studies 2016

Year 12 outcomes are monitored by the college at the beginning of each year for the graduates of the previous year. We continue to witness student success in a variety of academic and life pathways that we can celebrate. In the early 2017 survey of 85 graduates (42% of 2016 graduating cohort), 29 (34%) had enrolled in university, 12 (15%) enrolled in CIT, 37 (44%) were employed or in apprenticeships and 5 had progressed their professional sporting futures.

Awards from the Board of Senior Secondary Studies included 57 students achieving a tertiary entrance score (28% of graduates) with 10 students achieving an ATAR above 80. A further 20 students achieved an ATAR above 65 and all these students were guaranteed entry into the two local universities. The Universities Admission Centre Report on Scaling of the HSC and ACT Senior Secondary Certificate Tertiary results indicated 49.8% of students with an ATAR below 50 were offered a university placement so we are confident that the vast majority of students from the college that wanted to progress to university, were able to do so. The lowest ATAR awarded to a college graduate was 48.75. The college DUX achieved an ATAR of 98 which was almost matched by the second ranked student on an ATAR of 97.85.

In vocational education and training, 10 students received at least one vocational certificate and 165 students partially completed a vocational certificate.

The grade distribution for both tertiary and accredited units at the college by gender continues to maintain equivalence with system results with the exception of a somewhat higher proportion of students at the college receiving C grades and fewer receiving A grades in both tertiary (T) and accredited (A) courses.

Table: A – E grade distribution in tertiary units

Distribution of grades T units %	A		B		C		D		E	
	M	F	M	F	M	F	M	F	M	F
	7.4	7.8	14.4	15.6	40.8	44.2	25.1	19.0	12.3	13.3

Table: A – E grade distribution in accredited units

Distribution of grades A units %	A		B		C		D		E	
	M	F	M	F	M	F	M	F	M	F
	7.4	13.7	22.0	30.0	35.4	37.3	21.5	13.3	13.7	5.8

Source: 2016 Board of Senior Secondary Studies

Cambridge International Education Program

The Cambridge International Education program offers a global experience and an international credential that highlights these skills. The first ever candidates from Erindale College sat the Cambridge International Examinations held in November and the students showed that Erindale College students are academically competitive worldwide. Indeed, in our first candidature in the International General Certificate of Education (IGCSE) one student received an A* - the very top international grade - in Global Perspectives and three students achieved AA in double Science. Five B grade results were achieved across Maths and English Literature. For students presenting themselves on the international stage, these are impressive results. Furthermore, two students presented for the A/S level examinations, the next step above the IGCSE, and did so without a full preparation. They achieved two B Grades.

What these results indicate is that, given the proper preparation and inspiration, students from the Tuggeranong Valley can compete with the very best academic students from around the world. This is yet another example of how things are changing for students in our college.

Teacher reflection on their practice

Priorities in the recent annual action plans that inform and guide performance of the Strategic Plan have included an increased focus upon teachers creating Professional Learning Communities (PLCs). The PLCs have been created around various priorities of the college and are vehicles for researching, planning, acting and reviewing impact on professional work. Growing competence in identifying and referencing evidence is a feature of the maturing PLC work and will be a focus of ongoing improvement tactics in coming years.

System and college surveys have provided information around the key themes of the EC Pedagogical frame – that is, the setting of high expectations, safe and supportive learning environments, differentiation, explicit teaching, engagement in coaching, data-informed practice, engagement in mentoring, lesson observations, professional learning community involvement, Lead/Highly Accomplished teacher certification, formative feedback and self-evaluation practices. The following is a summary of teacher reflections on the professional learning communities focus from 2016.

Table: EC teacher reflections on Professional Learning Communities (average of all respondents)

Question and PLC	Teacher Quality PLC	Know Every Student PLC	Literacy PLC
Rate how satisfied you were with your PLC	73%	70%	91%
Rate how effective you think your PLC was on the professional work of colleagues	73%	78%	80%
Rate the quality of collaborative practices in your PLC.	71%	79%	92%

Source: EC PLC Survey

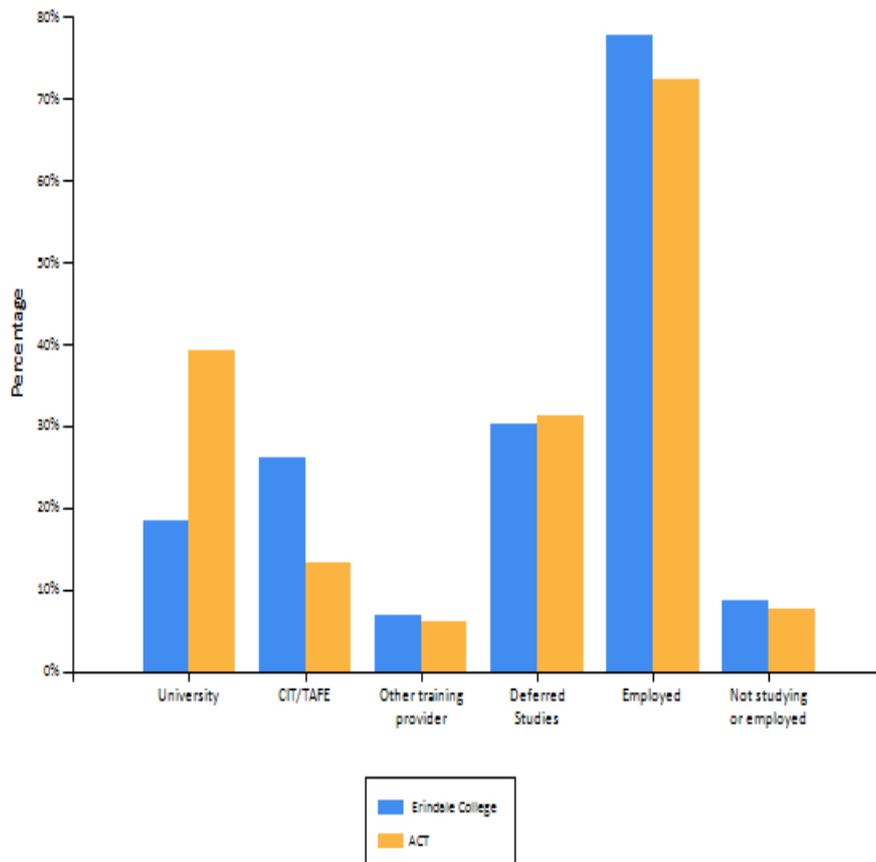
This data suggests the need to further embed mentoring and coaching strategies across the college; to strengthen and support teachers in the analysis of student learning data; enrich teacher capacity to differentiate as part of practice in our classrooms. A particular emphasis upon the National School Improvement Tool (NSIT) will guide future development of data sets for building upon the foundational evidence we already have for the 2019 college review.

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 is available on the school website.

Post School Destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2016. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Year 12 Outcomes for Students 2016



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	18.4	26.2	6.8	30.1	77.7	8.7
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

In 2016, Erindale College again had a finalist for the ANU Tuckwell Scholarship, and this is the third year in a row since the inception of the scholarship that Erindale College had a student progress to the final selection round which is a great achievement. Erindale College also had 8 students celebrating the Board of Senior Secondary Studies (BSSS) Excellence Awards and the ACT High School Excellence awards.

Naturally, we are proud of the 14 Australian representatives and/or International Champions in our Talented Sports Program (TSP), and in 2016, we also introduced a hugely successful Talented Dance Program (TDP).

The Talented Dance Program (TDP) marked a number of highlight performances including *Limelight*, *Multicultural Festival*, *Brindabella Dance Festival*, *Canberra Youth Talent competition* and many more. The students showed great dedication to each performance and embraced any opportunity to showcase their talent. Feedback from organisers and audience members alike reflected positively on the culture and work ethic that has been created within the TDP.

In the expanding programs in the Creative and Performing Arts fields, several other significant achievements are worth noting. The tertiary jazz class was invited to play at the *ACT Public Education Excellence Awards* at the National Gallery of Australia and then again at the *ACTcent* concert at the ANU Llewellyn. Two students were invited to perform at the Principal's Leadership Conference, singing and playing guitar with a personal composition. The Music Industry vocational education and training students did work experience at the National Folk Festival and the music students performing on numerous occasions at Goodwin Aged Care Village.

Our 2016 drama class showcased their performance skills through a group production written and directed by students focusing on the 1920s time period. This piece was presented to parents and friends at a Dinner and Show performance evening with hospitality students catering. During second semester the student production was of Shakespeare's *Twelfth Night* which was performed in the school's courtyard.

In 2016, a significant expansion of opportunities to explore new challenges in Mathematics and Science, as well as initiatives in Engineering and Technology (STEM).

A real highlight of 2016 was the Maths/Science enrichment day for local primary schools. This was the first year we invited primary students to come and celebrate Science Week with a variety of STEM activities. Schools from across our network were represented and students were able to experience the fun and challenging side of STEM while engaging with their peers from different schools. The challenge of working together to find solutions and earn points towards a final tally stimulated the sense of competition between teams as well as infused participants with pride in the work they produced. Although only one team could walk away with the highest score, the great experience the day was shared among all the participating students.

On 15 December 2016 Erindale College students attended the University of Wollongong Stem Awards in Canberra. Three students in Year 11 students won major awards for Biology assignment reports; some receiving \$225 cheques in recognition of their performance. Two other students were awarded runner-up prizes.

Several Year 11 students entered the Australian Association for Environmental Education ACT (AAEE ACT) Biodiversity Colouring Competition rendering a picture of ACT's endangered and vulnerable plants and animals. In the High School and College section, one Erindale student's entry won the Highly Commended Prize and a second student received their First Place Prize.

In terms of staff achievements, a goal the maths staff achieved was that everybody was directly involved in the writing of at least one new fertile question to fit within the Australian Curriculum which we had

adopted for the year 11 students. This helped to improve understanding of the goal of the fertile questions in those new staff members and allowed those with more experience to share their wisdom in guiding students through the problems.

The English and Languages Academy had a productive and successful year. In 2016, for the first time, all students were required to graduate with an English minor in order to be awarded an ACT Senior Secondary Certificate. This meant that every student was enrolled in English. No students were denied an ACT Senior Secondary Certificate because they failed to meet this requirement; which is great literacy outcome for the college. Special programs have also been successful. The Cambridge International Examinations and international ESL classes attracted increased numbers of students. In the general English Tertiary (T) and English (A) programs the new Australian Curriculum courses were implemented and generated enthusiastic teacher collaboration.

Two snapshots of student responses to the Year 12 English T Unit 4 Perspectives unit follow:

Student, "The story was a fun one to write and opened me up to a deeper understanding of the struggle of a refugee. The documentary studied in class was a great starting point, and the whole topic in general was a relevant and interesting topic to cover."

Student, "Overall my article on immigration allowed me to explore differing perspectives on the topic and how they came about... I aimed to look into the reasoning behind this backlash against immigration by examining different perspectives ...I have travelled around the world [and] this has allowed me to open my mind to different cultures and have a deeper understanding of the perspectives of a first world person and someone at war."

The Erindale College's Mindyigari Centre continues to support Aboriginal and Torres Strait Islander students and in 2016, two students received Student Aspirations Mura Awards. These scholarships are of significant financial value and assist students in their pursuit of an ACT Senior Secondary Certificate.

A young Aboriginal artist, Ethan French graciously presented the Director General with an artwork as a gift for the Education Directorate. Natalie Howson, Director General of Education, accepted on behalf of the Directorate when she visited Erindale College on Tuesday 11th October 2016. Ethan explained to Natalie that this artwork was titled 'Spring' and he also described the meaning of the images.



A large number of Southside Primary Schools attended a Buroinjin Sports Carnival on Friday 21 October.

Buroinjin originated as a ball toss game played by Aboriginal people across all parts of New South Wales and Queensland. The game was originally played with a ball made of animal skin called a Buroinjin, and hence the game takes its name from this ball. The rules of the game have been adapted from the game played by the Kai Kabi people of Southern Queensland. This was always a family game with grandparents, young children and parents playing together. Some of our Erindale College Aboriginal and Torres Strait Islander students assisted with the running of the day.

Pacifika Islander students attended the first ever Young Pacifika Day held at the Australian National University in 2016. The day included cultural dances, short films, speeches and essays all entered by Pacifika Islander students studying in the ACT as well as guest speakers from leaders in the community. Erindale College's short film entry interviewed six of the Talented Sports students discussing topics of stereotypes, growing up in Australia, and what opportunities they have been presented by playing sport.

The Enterprise Academy offers courses in a diverse range of curriculum areas as well as many vocational education and training (VET) pathways. Greater personalisation and broader design briefs were introduced into Furniture Construction and Metal Technology. Two Textiles and Fashion students enrolled in the Diploma of Applied Fashion Design and Technology at Canberra Institute of Technology for 2017 as a result of their success in this area in 2016.

In 2016 Erindale College merged with Lake Tuggeranong College to establish ACTIVE Tuggeranong Registered Training Organisation. For the first time a Third Party Agreement with all five Tuggeranong public High Schools for delivery of VET competencies from the Hospitality Training Package. Hospitality students engaged in a wide variety of catering functions and events. The sustainable herb and vegetable garden for Food for Life and Hospitality classes was further developed and a student undertook responsibility for its ongoing maintenance.

Erindale College Hospitality groups have been busy in 2016 and catered for many events such as Gordon Primary School's executive conference, the T10 Transition day to Erindale College, Canberra Maths Association AGM dinner, ACT Principal's Association breakfast, Mindyigari Centre transition day lunch and the TSP awards ceremony. The feedback received for such events has all been very positive and all the student volunteers have represented the school to an exceptional standard.

Careers education has been enhanced during 2016. During the year, 280 students joined the Careers at Erindale Google classroom. The first College Transition Day was held at Erindale College for out of area and private school students and transition information was collected for 130 students. A further 35 students engaged in Australian School-based Apprenticeships during 2016 and 113 Work Experience and 24 Structured Workplace Learning placements. Finally, 13 Flexible Learning Options were presented to students at the college.

As a strengthening of student voice in the governance of the college, a renewed student leadership group became established and active. During the second half of the year this group continued to focus on empowering more students to share their views through collaborative leadership work in 2017.

Progress Against School Priorities in 2016

Below is Erindale College's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	407178.00	563104.68	970282.68
Voluntary contributions	4730.00	12690.00	17420.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	36621.58	31579.21	68200.79
External income (including community use)	0.00	0.00	0.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5641.17	3122.93	8764.10
TOTAL INCOME	454170.75	610496.82	1064667.57
EXPENDITURE			
Utilities and general overheads	145478.64	140270.32	285748.96
Cleaning	87617.74	89432.22	177049.96
Security	0.00	479.27	479.27
Maintenance	43959.95	39846.21	83806.16
Administration	9075.78	7612.80	16688.58
Staffing	108675.00	217350.00	326025.00
Communication	33945.58	1738.72	35684.30
Assets	0.00	4658.27	4658.27
Leases	10626.00	11623.06	22249.06
General office expenditure	29725.22	12193.68	41918.90
Educational	33139.11	62404.55	95543.66
Subject consumables	13855.71	15264.84	29120.55
TOTAL EXPENDITURE	516098.73	602873.94	1118972.67
OPERATING RESULT	-61927.98	7622.88	-54305.10
Actual Accumulated Funds	347813.68	397605.76	397605.76
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	285885.70	405228.64	343300.66

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$566

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 2016.

Reserves

No Reserves are held by the college.

Endorsement Page

I declare that the Erindale College Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

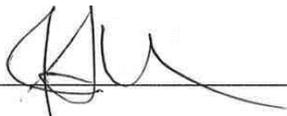
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
 - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
 - a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Mr Paul Styles	Mr Chris Hanger
Teacher Representative(s):	Ms Debbie O'Brien	Ms Bridget Martin
Student Representative(s):	Ms Sarah Fowler	Ms Milenia Jugovic
Board Chair:	Mr Paul Styles	
Principal:	Mr Michael Hall	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:

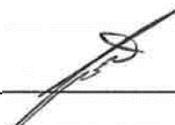


Date:

24 / 05 / 2017

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

Board Chair Signature:



Date:

24 / 05 / 2017