



Lake Tuggeranong College

Annual School Board Report 2021



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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

In 2021, the work of the LTC Board in supporting education provision centred on:

- Oversight and voice into strategic improvement planning, including the 2021 Action Plan
- Workforce planning and alignment to Student Resource Allocation funding
- Supporting the colleges cultural integrity journey, including action research project with the University of Canberra
- Approving and monitoring the annual budget and monthly financial reports, ensuring alignment with school priorities
- Helping inform approaches to COVID safety management and remote learning

School Context

Lake Tuggeranong College caters for Years 11 and 12 students. It also hosts a vocational course in Automotive which is made available to interested Year 10 students from southern Canberra. Specifically, the college draws from suburbs in the southern and eastern areas of the Tuggeranong Valley.

In 2021, the student enrolment profile continued a steady but noticeable decline. The college had 615 enrolments in 2021 (down from 645 in 2020). Demographics of the colleges priority enrolment area (PEA) are indicating a dip in the number of senior secondary aged young people in the Tuggeranong area.

The college provides supported learning to 17 students in our Learning Support Units. The newly refurbished suite of spaces in the heart of the school, The Hub (as the units are referred to locally), were embedded in 2020 and became a highly effective learning space for our students with disabilities.

In 2021, 34 students identified as being of Aboriginal and Torres Strait Islander descent. School leaders and classroom teachers were part of an 'On Country' action research project in partnership with the University of Canberra. Participants will share their learnings on cultural integrity and the development of culturally safe practices with college staff at the commencement of 2022.

The proportion of students from language backgrounds other than English remains at 17 percent. The college curriculum continues to reflect this profile with strong English as a Second Language (ESL) programs.

In 2021 the College experienced ongoing disruptions to the continuity of learning and teaching programs due to the coronavirus pandemic. Using the experience of 2020, staff and students were able to adapt learning programs to a remote delivery format, providing all students with access to a quality learning experience.

Student Information

Student enrolment

In this reporting period there were a total of 615 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	345
Gender - Female	270
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	34
LBOTE**	103

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

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/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	38.61
Teaching Staff: Full Time Equivalent Temporary	3.60
Non Teaching Staff: Full Time Equivalent	23.22

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, 73.8% of parents and carers, 76.5% of staff, and 70.7% 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 the majority of students and staff returned to school-based learning after a period of around 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 51 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.	94
Staff get quality feedback on their performance.	45
Student behaviour is well managed at this school.	63
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	85
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	93
Teachers give useful feedback.	77
This school is well maintained.	90
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 61 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.	84
My child is making good progress at this school.	66
Student behaviour is well managed at this school.	59
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.	66
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	78
This school is well maintained.	82

This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	41
This school works with me to support my child's learning.	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 82 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')	58
I feel safe at this school.	69
I am happy to be part of this school.(Replaces 'I like being at my school')	70
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	67
My school is well maintained.	73
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	83
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	85
Staff take students' concerns seriously.	69
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	83
Teachers give useful feedback.	63

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
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Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	80.52%
Receiving an ACT Senior Secondary Certificate	80.52%
Receiving an ATAR	29.87%

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	28.30%	42.18%
CIT/TAFE	26.80%	15.04%
Other training provider	4.30%	5.44%
Deferred Studies	26.10%	22.30%
Employed	73.20%	74.53%
Not studying or employed	7.90%	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	906877.42
Contributions and Donations	10775.00
Subject Contributions	55990.65
Hire of Facilities	12152.85
External Revenue	54951.97
Sale of Assets	0.00
Interest Received	8352.50
Other School Revenue	7390.49
TOTAL INCOME	1056490.88
EXPENDITURE	
Utilities and General Overheads	266409.51
Security and Caretaking	487.00
Maintenance	127306.55
Administration	41124.20
Staffing Expenditure	8966.41
Communication	19234.81
Assets & Leases	46628.69
General Expenses	40320.15
Educational Resources	93243.72
Subject Consumables	790.90
Directorate Funded Payments	101798.29
Other Payments	95231.63
TOTAL EXPENDITURE	841541.86
OPERATING RESULT	214949.02
Accumulated Funds	452840.31
BALANCE	667789.33

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 a flexible learning space 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):	Tony Page	Melissa Martin
Community Representative(s):	Peter Henry	
Staff Representative(s):	Cameron Taylor	
Student Representative(s):	Leila Rickman	Yumi Callaway
Board Chair:	Tony Page	
Principal:	Tom Kobal	

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

2021 Board Chair Signature: Tony Page

Date: 19/ 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:

David Briggs

Date: 19/ 08/ 2022