



Lake Tuggeranong College

Annual School Board Report 2019



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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 2019, the LTC Board pursued a vigorous campaign in support of the college efforts in relation to:

- the response to environmental concerns over the health of Lake Tuggeranong (due to a severe blue-green algae outbreak) and to air quality as a result of regional bushfire smoke
- management of declining enrolments and associated over-staffing challenges
- the rollout of instructional leadership supports
- preparation and consideration of the school's School Improvement agenda, specifically in relation to involvement in the 2019 School Review process

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. The feeder high schools are Calwell High School, Lanyon High School and Namadgi School.

In 2019, the student enrolment profile continued a steady but noticeable decline. The college had 671 students in 2019 (down from the 720 in 2018). Changes to the enrolment policies at the system level have again significantly reduced the proportion of enrolled students coming from outside the priority enrolment areas.

The college continues its hosting of 16 students in our Learning Support Units. Having relocated to newly refurbished suite of spaces in the heart of the school, The Hub (as the units are referred to locally), is a vibrant and highly effective learning space for our students with disabilities. In 2019, the decision was taken to remodel the Inclusion Support Program (ISP) response: as a result, the Resources Room was relocated to a smaller facility embedded in College Life, with improved identification and transition processes. The college anticipates being able to report on attendant improvements in student learning and wellbeing outcomes in the 2020 Annual School Board Report.

In 2019, 26 students identified as being of Aboriginal and Torres Strait Islander descent. An engagement strategy was implemented in 2019, which included the hosting of a community consultation and planning day at Yarramundi Reach involving members of the Aboriginal and Torres Strait Islander community, representatives from feeder schools and other agencies.

The proportion of students from language backgrounds other than English is 18 percent. The college curriculum continues to reflect this profile with strong English as a Second Language (ESL) programs. The International Private Students (IPS) program also adds to the cultural diversity within the college.

Student Information

Student enrolment

In this reporting period there were a total of 662 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	353
Female	309
Aboriginal and Torres Strait Islander	26
LBOTE*	118

Source: ACT Education Directorate, Analytics and Evaluation Branch

*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, 119 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	48.04
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	29.63

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 85% of parents and carers, 93% of staff, and 75% 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 55 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 give useful feedback.	74
Parents at this school can talk to teachers about their concerns.	89
Staff are well supported at this school.	87
Staff get quality feedback on their performance.	39
Student behaviour is well managed at this school.	80
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	93
Students like being at this school.	95
Students' learning needs are being met at this school.	80
Teachers at this school expect students to do their best.	87
Teachers at this school motivate students to learn.	86
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	74
This school is well maintained.	96
This school looks for ways to improve.	95
This school takes staff opinions seriously.	82
This school works with parents to support students' learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 128 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.	84
My child feels safe at this school.	94
My child is making good progress at this school.	75
My child likes being at this school.	85
My child's learning needs are being met at this school.	81
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	79
Teachers at this school motivate my child to learn.	77
Teachers at this school treat students fairly.	81
This school is well maintained.	89
This school looks for ways to improve.	77

This school takes parents' opinions seriously.	73
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 314 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.	61
I feel safe at this school.	71
I like being at my school.	69
My school gives me opportunities to do interesting things.	71
My school is well maintained.	74
My school looks for ways to improve.	68
My teachers expect me to do my best.	86
My teachers motivate me to learn.	68
Staff take students' concerns seriously.	66
Student behaviour is well managed at my school.	62
Teachers at my school treat students fairly.	75
Teachers give useful feedback.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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	86.26
Receiving an ACT Senior Secondary Certificate	86.26
Receiving an ATAR	30.67

Source: Board of Senior Secondary Studies

Post School Destination

The following graph 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	24.6	43.3
CIT/TAFE	21.7	11.6
Other training provider	9.7	4.6
Deferred Studies	28.1	29.5
Employed	75.4	75.2
Not studying or employed	15.6	7.2

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	544662.01	449209.48	993871.49
Voluntary contributions	5530.00	7500.00	13030.00
Contributions & donations	6185.00	14090.00	20275.00
Subject contributions	7177.63	10503.97	17681.60
External income (including community use)	229.95	12734.26	12964.21
Proceeds from sale of assets	0.00	1025.00	1025.00
Bank Interest	7260.24	5874.21	13134.45
TOTAL INCOME	571044.83	500936.92	1071981.75
EXPENDITURE			
Utilities and general overheads	162042.86	184034.91	346077.77
Cleaning	111435.51	20617.25	132052.76
Security	14187.86	12891.53	27079.39
Maintenance	76856.10	61252.85	138108.95
Administration	35230.45	15832.44	51062.89
Staffing	28564.20	110387.80	138952.00
Communication	18792.89	8368.47	27161.36
Assets	7689.34	15359.35	23048.69
Leases	0.00	0.00	0.00
General office expenditure	37072.44	25129.78	62202.22
Educational	37732.07	41822.71	79554.78
Subject consumables	750.70	2199.84	2950.54
TOTAL EXPENDITURE	530354.42	497896.93	1028251.35
OPERATING RESULT	40690.41	3039.99	43730.40
Actual Accumulated Funds	253553.35	354414.64	354414.64
Outstanding commitments (minus)	-26908.99	0.00	-26908.99
BALANCE	267334.77	357454.63	371236.05

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

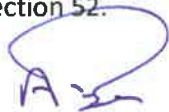
Name and Purpose	Amount	Expected Completion
Maths Texts (a) To purchase maths texts in line with the Australian Curriculum (b) Enhances student learning by providing up to date resources	\$28,000	03/2021
Flexible Learning Space (a) To facilitate explicit teaching with staff and student interaction, collaboration and behavioural engagement (b) To provide enhanced personalization of programs and improvement in learning experiences, including more experiential student learning programs	\$50,000	03/2021
Classroom Refurbishment (a) (b)	\$40,000	12/2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Melissa Martin,	Tony Page	Andrew Windsor
Community Representative(s):	Peter Henry		
Teacher Representative(s):	Cameron Taylor		
Student Representative(s):	Leila Rickman	Shaun Payne	
Board Chair:	Tony Page		
Principal:	Julie Murkins		

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



Board Chair Signature: Tony Page

Date: 26 / 06 / 2020

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: Julie Murkins

Date: 26 / 06 / 2020