



Melba Copland Secondary School

Annual School Board Report 2018



Melba Copland Secondary School (MCSS) is a dual campus secondary school situated in the West Belconnen region of Canberra, the capital of Australia. It is the only government school in the Canberra region providing secondary education for all students from years 7 to 12 and offers both the International Baccalaureate Middle Years program (MVP) and Diploma Program (DP). As an 1B World School, MCSS provides a rich education for 21st century learners in a context of Excellence, Integrity and Harmony.

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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2018 BOARD REPORT:

The School Board had the opportunity in 2018 to support many initiatives aimed at improving educational opportunities for MCSS students and were also actively involved in advocating for improved school facilities.

The staff of MCSS continue to explore innovative and evidence-based pedagogical approaches for addressing the needs of all students. The Board was very pleased to endorse the Tier Three Program targeting Year 9 students for 2019. The program aims to provide personalised learning plans and group programs for students whose needs are not being met in a mainstream school setting. In partnership with CIT, students can complete a Certificate II in Work and Vocational Pathways across Years 9 and 10 while meeting their Australian Curriculum requirements. A range of community and well-being programs as well as personalised projects are also included in the program.

In addition, the expansion of the Magellan program into Year 10 was also endorsed for commencement in 2019. The program provides a pathway into College study for students wanting to extend their learning. Core Year 10 units are taught at the College Campus and students can also select from a range of optional electives from units offered in the Year 11 and 12 program. There is also an opportunity for students to accelerate their senior study in one or more course areas.

We are very fortunate to have an active student voice through our high school and college student representatives and consistent feedback about the need for improvements to the high school toilets in 2017 resulted in the Board seeking commitment from the ACT Directorate for additional capital funding for a complete refurbishment of the canteen and gymnasium toilet blocks. Various other facilities improvements were made including painting and carpet replacement at both campuses, gymnasium upgrades at the College Campus, and refurbishment of a Science Lab and the Drama Studio at the High School Campus. The Board also endorsed the leasing of a 12 seater van in 2018 to replace the current school vehicle to allow for staff to be able to transport students between the two school campuses.

MCSS became the priority ACT school for NSW secondary enrolments in 2018 and with the range of existing as well as new innovative, student-centred programs and facilities, it can offer both NSW and local area students a quality 21st century education.

School Context

Melba Copland Secondary School (MCSS) is Canberra's only government high school offering a continuous academic program from year 7 to year 12. We value the student as an individual and encourage student involvement in leadership, cultural and sporting activities as well as encouraging a strong sense of social responsibility, tolerance and justice. Our vision as a Year 7 -12 IB World School is to create a culture of high expectation in teaching and learning that fosters a supportive inclusive environment of respect, trust and intercultural understanding. Our approach to realising this vision is embodied in the IB learner profile. The school's Annual Action Plan priorities are embedded into the Faculty Action Plan and Teacher Pathway Plan to enable consistent articulation of priorities in Career Development Discussions by every teacher where targets and measurable outcomes are reported. Our school improvement strategies are aligned to the NSIT and AITSL Teacher Standards to inform and measure this review process.

The school has very close ties with the local community with over 80% of enrolments coming from the local area. Our success across academic, vocational, sporting and cultural programs continues with 85% of students completing the ACT Year 12 Certificate, studying or employed beyond school. The Magellan (G&T) program and the Level one classes cater for high achieving students in year 7 to 12. Magellan implements best practices in educating motivated, talented and hardworking students in their intellectual achievement and social development. Entry into this program is by application and interview. HeadStart is an innovative program for year 10 students which enables acceleration into senior secondary studies in year 10 for credit towards the ACT Year 12 Certificate and delivers competencies towards recognised Vocational Education Certificates. MCSS has an international perspective, with a culturally diverse population and internationally recognised curriculum including the International Baccalaureate Diploma and Certificate programs. The flourishing language program supports 5 languages with native speaking teachers. Our Pastoral Care program ensures that every student has a teacher to whom they can go to for support and guidance. The program strongly promotes the personal and social development of each student as they strive towards individual pathways to success. Students are encouraged to establish relationships based on respect tolerance and a healthy attitude to life and society.

At MCSS teachers teach the Australian curriculum through the supportive pedagogy offered by the Middle Years Program (MYP). The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. The 8 curriculum subject groups are supported by the Australian Curriculum, yet the way we approach learning is defined by the high standards of the MYP.

The Regional Arts Program Is a highly successful primary transition and community engagement program that offers educational and creative opportunities to students in the Belconnen Schools' Network.

It consists of the MCSS band program, Magellan dance program, primary dance program, primary music program, primary art workshops and community musical. To date over 2000 students within the local area have been involved in these different activities. The MCSS Regional Arts Program provides students with the opportunity to extend their skills in creative and performing arts through competing in the Sydney Eisteddfod for Dance, the National Eisteddfod for Band and regular involvement in Step into The Limelight for Creative Arts.

Every student develops an annual Pathways plan to assist in goal setting and establishing future directions. Many ACT and regional champions have emerged from the Sports Development Program across sports including futsal, rugby union and volleyball, with consistent success at an elite level. Talented students follow individualised study and sports performance. Vocational Educational and Training (VET) qualifications and Australian School-based Apprenticeships engage students with focussed early career development opportunities and many students also complete Canberra Institute of Technology studies in conjunction with their ACT Year 12 Certificate

A range of student support programs are available to help students maximise their opportunities for school success. Examples of these programs include: Literacy and Numeracy coordinators working with students and staff to address best practice in the classroom to meet the needs of all students; peer coaching and mentoring programs supporting individuals and small groups in literacy and numeracy; the Freedom to Learn and Excel (FLEX) program providing support to students in years 11 and 12 who require individual learning plans and technology being used to support development of core skills with selected students. Parents play a vital role in each student's success. We are committed to maintaining effective communication to ensure that parents are well informed of each student's progress. Parent participation is welcomed in various forums including the Parents and Citizens Association and the School Board.

Extra-curricular activities are strongly encouraged and include sporting, creative and performing arts, academic competitions and community service programs. Our recent successes include: Finalist in the Cyber Taipan, an International Cyber Security competition designed to educate, engage and inspire Australian youth to pursue further education and careers in STEM, UNSW Canberra Prize for Best Female in Mathematics last year was won by two of our students in Year 7 and 8 respectively. Also recognised for their excellent abilities in Mathematics were so many other students in the same years, Ausdance Dance Festival and the school musical and dance included talent from every year level.

Getinvolved@MCSS and the community Enrichment Program are designed to complement our current educational program and extend and "enrich" the learning of students beyond the normal classroom boundaries. In our quest to develop balanced global citizens with an inquiring mind and thirst for knowledge, MCSS offers a range of activities to balance and complement their current subject selections and wellbeing.

In recent times STEM related activities are proving very popular. Our Enrichment Program is very popular with our students. One of the most valuable attributes of the program is the diversity it offers.

Student Information

Student enrolment

In 2018 there were a total of 651 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	342
Female	309
Aboriginal and Torres Strait Islander	40
LBOTE*	150

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
7	89.0
8	83.0
9	85.0
10	87.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

** Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the Education Act 2004 and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	46.05
Teaching Staff: Full Time Equivalent Temporary	11.40
Non Teaching Staff: Full Time Equivalent	26.95

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 80% of parents and carers, 90% of staff, and 59% 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 73 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.	94
Teachers give useful feedback.	88
Teachers at this school treat students fairly.	97
This school is well maintained.	77
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	68
Students like being at this school.	82
This school looks for ways to improve.	92
This school takes staff opinions seriously.	75

Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	90
Staff get quality feedback on their performance	71
Staff are well supported at this school.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 170 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.	86
Teachers give useful feedback.	73
Teachers at this school treat students fairly.	80
This school is well maintained.	75
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	61
My child likes being at this school.	78
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	73
My child is making good progress at this school.	72
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	68

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 369 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 7 to 12 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	83
Teachers give useful feedback.	47
Teachers at my school treat students fairly.	46
My school is well maintained.	34
I feel safe at this school.	41
I can talk to my teachers about my concerns.	38

Student behaviour is well managed at my school.	24
I like being at my school.	45
My school looks for ways to improve.	51
Staff take students' opinions seriously.	47
My teachers motivate me to learn.	56
My school gives me opportunities to do interesting things.	62

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement Plan) is available on the school website.

Learning and Assessment

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Melba Copland Secondary School 2018 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	542	549	576	593
Writing	484	501	518	539
Spelling	524	540	566	582
Grammar & Punctuation	537	549	575	592
Numeracy	546	554	580	596

Source: Analytics and Evaluation

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	100.00

Receiving an ACT Senior Secondary Certificate	100.00
Receiving an ATAR	45.10

Source: Board of Senior Secondary Studies 2018

Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in 2018. 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 in 2018 by percentage

Outcome	College	ACT
University	31.4	41.1
CIT/TAFE	20.0	12.7
Other training provider	8.6	5.3
Deferred Studies	37.1	31.0
Employed	65.7	74.9
Not studying or employed	8.6	6.6

Source: Planning and Analytics

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	679012.26	670401.07	1349413.33
Voluntary contributions	5335.00	4560.00	9895.00
Contributions & donations	0.00	50.00	50.00
Subject contributions	7590.83	12304.99	19895.82
External income (including community use)	43559.62	43503.17	87062.79
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7155.35	5180.92	12336.27
TOTAL INCOME	742653.06	736000.15	1478653.21
EXPENDITURE			
Utilities and general overheads	133956.31	177155.88	311112.19
Cleaning	140297.31	140065.38	280362.69
Security	0.00	0.00	0.00
Maintenance	130397.60	154329.31	284726.91
Administration	30523.13	16185.89	46709.02
Staffing	0.00	281856.05	281856.05
Communication	9889.23	4641.06	14530.29
Assets	1639.20	1442.67	3081.87
Leases	4158.82	4683.76	8842.58
General office expenditure	35198.42	28129.30	63327.72
Educational	61711.16	36317.25	98028.41
Subject consumables	25071.63	42057.68	67129.31
TOTAL EXPENDITURE	572842.81	886864.23	1459707.04
OPERATING RESULT	169810.25	-150864.08	18946.17
Actual Accumulated Funds	300650.06	200650.06	300650.06
Outstanding commitments (minus)	-26426.74	0.00	-26426.74
BALANCE	444033.57	49785.98	293169.49

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 2018.

The school projected annual income from Voluntary Contributions at \$5,000. MCSS Received \$9,895 in voluntary contributions and exceeded the budgeted projections by 198%

Reserves

Name and Purpose	Amount	Expected Completion
<p>Reserve Funds – Staffing This reserved was established and approved by the MCSS Board to ensure potential staffing deficits can be paid without impacting the discretionary budget.</p> <p>The reserve allows for the continuity of staffing across the year to respond to unexpected changes in student numbers or special initiatives focussed on students where a budget was not previously planned.</p>	<p>\$100,000</p>	<p>June 2019 or as required</p>

Endorsement Page

Members of the School Board

Parent Representative(s):	Gail Heinrich,	Michael Jones,	Ronald Stewart.
Community Representative(s):	N/A,		
Teacher Representative(s):	Sally Harriden		
Student Representative(s):	Hamdan Farouk,	Alexandra Stewart,	
Board Chair:	Gail Heinrich		
Principal:	Jesse Sidhu		

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

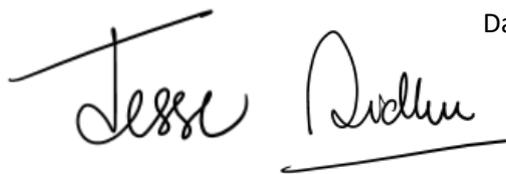
Board Chair Signature:



Date: 31/05/2019

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:



Date: 31/05/2019