

 Belconnen High School

Annual School Board Report

2017



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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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# School Board Chair Report

The Board acknowledge the ongoing work of the school modernisation project, particularly the extra effort that has been demonstrated by staff and students. They continue to function while effectively on a building site, and this is to be commended. We look forward to stages being completed in 2018. Community interest and support for the school continues to grow, as demonstrated by another year with increased enrolments. We look forward to seeing the positive impacts from these changes.

# School Context

Belconnen High School opened in 1971 and enjoys a rich history such as the school hall being the Tally Room for the 1972 Federal election. We cater for students from years 7 to 10 with our core values of respect, excellence, leadership, pride, cooperation, and having a positive attitude and commitment. The school is situated in the ACT suburb of Hawker and has close links to both the Primary Schools (years P to 6) and Hawker College (years 11 and 12) in the local area. This year our school has again experienced enrolment growth in our Year 7 cohort.

Our School Board and Parent and Citizens (P & C) work closely with our school community to provide an environment that promotes excellence, celebrates success, nurtures the wellbeing of all students and successfully provides students with the skills and values that will prepare them for the challenges and responsibilities of adult citizenship. This has seen the P&C introduce parent forums that provide information for parents and feedback to the school.

Pastoral care is an integral part of the school staffed by our Student Services Co-ordinator, School Community Co-ordinator, year group Co-ordinators, School Psychologist and a Chaplain. This team ensure a supportive House system and a Student Representative Council (SRC) that is connected to the governance of the school.

The school offers a traditional comprehensive curriculum that is structured around the Key Learning Areas of English, Mathematics, Science, Studies of Society Environment (SoSE), Physical Education, the Arts, Technology and Languages other than English (LOTE). This year the school has introduced a new Language program called “Connecting to Country”. The course focuses on the indigenous languages of our local area.

Students are extended and challenged through the highly successful enrichment program (PEP) in the areas of English, Mathematics, SoSE and Physical Education. The school now offers students the opportunity to study Vocational Education and Training courses in the areas of Hospitality and Building and Construction and may begin an Australian School Based Apprenticeship (ASBA).

Complementary to the traditional curriculum the school runs a number of targeted programs designed to engage and connect students to the school and their learning. Amongst these is a highly successful program that caters for students with a diagnosis of Autism Spectrum Disorder (ASD). This program enables the students to be integrated into the school. The program is staffed by both teaching and support staff who design and facilitate the student’s learning through an Individual Learning Plan (ILP). The program successfully transitions the students into a mainstream college for years 11 and 12.

## Student Information

### Student enrolment

In 2017 there were a total of 412 students enrolled at this school.

Table: 2017 Student enrolment

|  |  |
| --- | --- |
| **Student type** | **Number of students** |
| Male | 210 |
| Female | 202 |
| Aboriginal and Torres Strait Islander | 18 |
| LBOTE\* | 73 |

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

|  |  |
| --- | --- |
| **Year level** | **Attendance rate** |
| 7 | 92.0 |
| 8 | 88.0 |
| 9 | 86.0 |
| 10 | 88.0 |

Source: Planning and Analytics, December 2017

Students are expected to attend school punctually and regularly. Should a student be absent for a period, a note from a parent or guardian must be received. This note is handed to the Pastoral Care Group (PCG) teacher on the first day the student returns to school. This note may be brought in prior to a known absence. The school operates an electronic messaging system by which parents can be contacted by SMS message if their child is absent from school. The PCG teacher will routinely contact parents if a student is absent for three days without explanation. A letter is sent to parents after five days continuous absence.

## 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 2017.

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

Table: 2017 Qualification of teaching staff in percentages

|  |  |
| --- | --- |
| **Qualifications** | **Proportion of staff** |
| Certificate/ Diploma/ Degree | 100 |
| Postgraduate | 57 |

Source: Teacher Quality Institute, 16 December 2017

### Workforce composition

The 2017 workforce composition of Belconnen High School is highlighted in the following table. The data is taken from the school’s term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

|  |  |
| --- | --- |
| **Staff employment category** | **TOTAL** |
| Teaching Staff: Head Count | 37 |
| Teaching Staff: Full Time Equivalent Permanent | 30.20 |
| Teaching Staff: Full Time Equivalent Temporary | 4.60 |
| Non Teaching Staff: Head Count | 12 |
| Non Teaching Staff: Full Time Equivalent | 10.53 |

Source: This data is from the school’s term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

|  |
| --- |
| There are no Aboriginal and Torres Strait Islander staff members at this school. |

# School Review and Development

In 2017, 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 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.

Belconnen High School will be reviewed in 2019. A copy of the most recent validation report 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 2017 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 2017, 75% of parents and carers, 91% of staff, and 58% of students at this school indicated they were satisfied with the education provided by the school.

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.

A total of 35 staff responded to the survey. Please note that not all responders answered every question.

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

|  |  |  |
| --- | --- | --- |
| **National opinion item** |

|  |
| --- |
| Proportion of staff |

 |
| Teachers at this school expect students to do their best. | 94 |
| Teachers at this school provide students with useful feedback about their school work. | 91 |
| Teachers at this school treat students fairly. | 91 |
| This school is well maintained. | 60 |
| Students feel safe at this school. | 88 |
| Students at this school can talk to their teachers about their concerns. | 94 |
| Parents at this school can talk to teachers about their concerns. | 97 |
| Student behaviour is well managed at this school. | 89 |
| Students like being at this school. | 86 |
| This school looks for ways to improve. | 89 |
| This school takes staff opinions seriously. | 82 |
| Teachers at this school motivate students to learn. | 85 |
| Students’ learning needs are being met at this school. | 85 |
| This school works with parents to support students' learning. | 91 |
| I receive useful feedback about my work at this school. | 43 |
| Staff are well supported at this school. | 74 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 64 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** |

|  |
| --- |
| Proportion of parents and carers |

 |
| Teachers at this school expect my child to do his or her best. | 84 |
| Teachers at this school provide my child with useful feedback about his/her school work. | 76 |
| Teachers at this school treat students fairly. | 75 |
| This school is well maintained. | 87 |
| My child feels safe at this school. | 87 |
| I can talk to my child’s teachers about my concerns. | 83 |
| Student behaviour is well managed at this school. | 77 |
| My child likes being at this school. | 78 |
| This school looks for ways to improve. | 79 |
| This school takes parents’ opinions seriously. | 72 |
| Teachers at this school motivate my child to learn. | 69 |
| My child is making good progress at this school. | 70 |
| My child's learning needs are being met at this school. | 71 |
| This school works with me to support my child's learning. | 75 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 225 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 6/ 5 to 10/ 7 to in agreement with each national opinion item

|  |  |  |
| --- | --- | --- |
| **National opinion item** |

|  |
| --- |
| Proportion of students |

 |
| My teachers expect me to do my best. | 80 |
| My teachers provide me with useful feedback about my school work. | 47 |
| Teachers at my school treat students fairly. | 38 |
| My school is well maintained. | 46 |
| I feel safe at my school. | 51 |
| I can talk to my teachers about my concerns. | 31 |
| Student behaviour is well managed at my school. | 21 |
| I like being at my school. | 45 |
| My school looks for ways to improve. | 70 |
| My school takes students’ opinions seriously. | 36 |
| My teachers motivate me to learn. | 49 |
| My school gives me opportunities to do interesting things. | 52 |

Source: 2017 School Satisfaction Surveys, August/September 2017

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

### NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2017, 0.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

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 2017 mean scores achieved by our students compared to the ACT.

***Table: Belconnen High School 2017 NAPLAN Mean Scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test Domain** | **Year 7 School** | **Year 7 ACT** | **Year 9 School** | **Year 9 ACT** |
| **Reading** | 540 | 554 | 566 | 590 |
| **Writing** | 494 | 512 | 530 | 550 |
| **Spelling** | 525 | 541 | 558 | 582 |
| **Grammar & Punctuation** | 533 | 545 | 551 | 580 |
| **Numeracy** | 538 | 552 | 565 | 591 |

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

The school achieves many successes in the areas of performing arts, music and sport with students and teachers representing the school in local, regional, national and international competitions. Recent highlights include: student art works at the local primary schools; high numbers of students excelling in National English, Mathematics, Science and History competitions; musical performances in the ACT “Step into the Limelight” production and outstanding results in many sporting competitions.

# 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 | 325156.94 | 280863.35 | 606020.29 |
| Voluntary contributions | 8530.00 | 3535.00 | 12065.00 |
| Contributions & donations | 6124.02 | 885.48 | 7009.50 |
| Subject contributions | 11559.90 | 6825.00 | 18384.90 |
| External income (including community use) | 19613.64 | 0.00 | 19613.64 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 4958.64 | 5823.92 | 10782.56 |
| **TOTAL INCOME** | 375943.14 | 297932.75 | 673875.89 |
| **EXPENDITURE** |  |  |  |
| Utilities and general overheads | 54530.00 | 112850.78 | 167380.78 |
| Cleaning | 109583.68 | 88632.40 | 198216.08 |
| Security | 61.68 | 270.00 | 331.68 |
| Maintenance | 18456.09 | 32677.77 | 51133.86 |
| Administration | 11532.49 | 3574.10 | 15106.59 |
| Staffing | 333.23 | 0.00 | 333.23 |
| Communication | 12092.56 | 6024.75 | 18117.31 |
| Assets | 22645.87 | 10684.71 | 33330.58 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 10434.79 | 21420.20 | 31854.99 |
| Educational | 20863.06 | 12063.06 | 32926.12 |
| Subject consumables | 16529.75 | 7503.92 | 24033.67 |
| **TOTAL EXPENDITURE** | 277063.20 | 295701.69 | 572764.89 |
| **OPERATING RESULT** | 98879.94 | 2231.06 | 101111.00 |
| **Actual** Accumulated Funds | 141412.48 | 141412.48 | 141412.48 |
| Outstanding commitments (minus) | -1116.96 | 0.00 | -1116.96 |
| **BALANCE** | 239175.46 | 143643.54 | 241406.52 |

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was $1,131.14.

## 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 2017.

## Reserves

|  |  |  |
| --- | --- | --- |
| Name and Purpose | Amount | Expected Completion |
| Photocopier | $8,000 | 2017 |
| IT Projects | $20,000 | 2018 |
| Facilities Upgrades  | $50,000 | 2019 |

# Endorsement Page

## Members of the School Board

|  |  |  |  |
| --- | --- | --- | --- |
| Parent Representative(s): | Hamish Jones, | Er Kai Wang, | Sandra Baldwin. |
| Community Representative(s): | Chandra Khera, |  |  |
| Teacher Representative(s): | Peter Strain, | Crystal Weber. |  |
| Student Representative(s): | Jasmyna Steele, | Isaac Xirakis. |  |
| Board Chair: | Hamish Jones |  |  |
| Principal: | David McCarthy |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Board Chair Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |

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 2017.

|  |  |  |  |
| --- | --- | --- | --- |
| Principal Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |