



# Calwell High School

## Board Report

### 2013



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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Education and Training

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The school website is [www.calwellhs.act.edu.au](http://www.calwellhs.act.edu.au).

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## About our school

### Introduction to School

Calwell High School is a comprehensive, coeducational school providing quality education to students in years 7 to 10 in the southern part of the Tuggeranong Valley. In 2013 the school saw a change in the senior leadership of the school with the appointment of Bruce McCourt as Principal and Paul van Campenhout as Deputy Principal. The school embarked on an exciting change agenda to deliver improvements in the physical and educational environment of the school. Although there were no significant variations in the school population from the previous year, opportunities were identified to improve the educational outcomes for every student with a focus on:

- Curriculum restructure to ensure all students have full access to the content of the Australian curriculum
- The introduction of differentiated learning to ensure the needs of all students are addressed in their learning
- A review of the values which underpin and drive school culture and
- A strong focus on increasing student voice in the governance and the way learning is delivered in classes.

### Student Information

#### Student enrolment

In 2013 there were a total of 406 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

Group	Number of Students
Male	216
Female	190
Indigenous	30
LBOTE	47

Source: Planning and Performance

The school population reflects the demographics of the area. There is significant diversity in household incomes and employment. Enhancements to learning through excursions, camps and extra-curricular programs can present financial challenges for some families. The school has made provision for this to ensure every student's educational entitlement is met through careful budgetary and resource planning.

#### Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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 one to the last day of term two.

*Table: 2013 Attendance rates in Percentages*

Year Level	Attendance Rate %
7	87.6
8	86.7
9	84.4
10	83.8

Source: Planning and Performance

High levels of school attendance are essential for optimal learning. At Calwell High School attendance is monitored closely every day and every lesson through an effective tracking system. Student absenteeism data is regularly analysed and interventions through our Aspire Student Wellbeing model are a feature of the school's work. Creating a school environment where every student feels they belong is a central feature of our approach.

Student absenteeism can be due to a range of factors such as sickness, changes in family circumstances but also, can indicate a lack of engagement in schooling. The latter has informed the actions the school is taking in the areas of curriculum delivery, school culture and student voice. As these actions become embedded across the school we are confident a corresponding improvement in attendance rates will occur.

Where there is a pattern of non-attendance emerging, the Aspire team counsels students and works in partnership with the student's family or carers to affect improvements in attendance.

The cohort with the lowest attendance rate was year 10 and they became a particular focus throughout the year. Through a range of initiatives such as our Quest Leadership program and our Boys' program, we consistently affirmed year 10 students as leaders and role models to other year groups. Year 10 students identified 'at risk' were counselled each term to encourage regular attendance and high achievement as they concluded their junior secondary program. By term 4, many of these students were congratulated for their significant improvements in their attendance and achievement.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

*Table: 2013 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	62

Source: School Data

## Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

*Table: 2013 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	13
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	7
Teachers	26
<b>TOTAL</b>	<b>49</b>

Source: Workforce Management

There is 1 indigenous staff at this school. This staff member is our Indigenous Education Officer (IEO).

## Volunteers

We welcome the involvement of volunteers in our school. Throughout 2013 volunteers contributed to our school in the areas of Mathematics, The Arts, P.E., SoSE, student wellbeing, cyber safety, environmental science and forensics. In total 271 hours were volunteered in our school.

## School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Calwell High School will be validated in 2014. A copy of the last validation report can be found on the school website.

## School Satisfaction

Schools continually 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 2013 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 2013, 66% of parents and carers, 57% of staff, and 58% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

*Table: Proportion of parents and carers in agreement with each national opinion item*

Item	(%)
Teachers at this school expect my child to do his or her best.	78
Teachers at this school provide my child with useful feedback about his or her school work.	67
Teachers at this school treat students fairly.	56
This school is well maintained.	33
My child feels safe at this school.	50
I can talk to my child's teachers about my concerns.	72
Student behaviour is well managed at this school.	44
My child likes being at this school.	72
This school looks for ways to improve.	61
This school takes parents' opinions seriously.	61
Teachers at this school motivate my child to learn.	61
My child is making good progress at this school.	56
My child's learning needs are being met at this school.	61
This school works with me to support my child's learning.	61

Source: 2013 School Satisfaction Surveys, August/September 2013

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

Item	(%)
My teachers expect me to do my best.	87
My teachers provide me with useful feedback about my school work.	58
Teachers at my school treat students fairly.	58
My school is well maintained.	26
I feel safe at my school.	47
I can talk to my teachers about my concerns.	45
Student behaviour is well managed at my school.	20
I like being at my school.	47
My school looks for ways to improve.	58
My school takes students' opinions seriously.	33
My teachers motivate me to learn.	62
My school gives me opportunities to do interesting things.	57

Source: 2013 School Satisfaction Surveys, August/September 2013

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

The annual School Satisfaction Survey data strongly informs our actions to improve the school culture and the achievement of our students. The results are considered with other data sets covering community demographics; student academic achievement; NAPLAN results; attendance rates; and student wellbeing.

In 2013, the data identified opportunities to further enhance student outcomes and resulted in actions to restructure curriculum; enhance classroom practice; and timetabling. Promoting student voice was strongly resourced with the introduction of social media such as Facebook, YouTube, Twitter; Schoolzine – our online newsletter and communication package; Instagram and whole school meetings.

Staff communication was reviewed and meeting structures were reworked in semester two to increase the focus on analysing student achievement.

As a result, students have indicated they feel they are listened to and have clear channels to communicate their needs and concerns. Staff are more explicitly supported by the leadership team and feel affirmed in their roles. They have indicated increased confidence in line management processes and access to the senior leadership to voice their ideas and issues.

The introduction of Schoolzine, our online school newsletter and communication package in September, significantly increased our capacity to showcase the achievements of our students, provide up to date information to parents and carers about school activities as well as link to other web-based facilities we offer such as our school website. The activities

of our school are now being accessed across Australia and internationally as family relatives and friends can follow the progress of Calwell students at anytime from anywhere in the world.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at [calwellhs.act.edu.au](http://calwellhs.act.edu.au)

## Professional Learning

Professional learning is aligned to system, network and school priorities described in our Annual Operating Plan and staff Professional Pathways Plans. Staff engaged in professional learning in:

- student literacy and numeracy development, specifically in the areas of writing and mental computations
- Assessment and reporting, with a particular focus on formative assessment
- Enhancing student wellbeing through restorative practices and promoting positive behaviours
- NAPLAN data analysis to inform specific actions in curriculum programming and teaching strategies
- Implementation of the Australian Curriculum Achievement Standards
- Differentiated learning to ensure the learning needs of every student are attended to in lessons
- Leadership development to support whole school improvement.

## Learning and Assessment

### NAPLAN Assessment

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

In 2013, 1.1% of year 7 students and 0% of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

*Table: Calwell High School 2013 NAPLAN Mean Scores*

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	508	562	548	601
Writing	483	527	489	570
Spelling	519	555	558	590
Grammar & Punctuation	485	552	530	596
Numeracy	494	552	529	600

Source: Performance and Planning December 2013

There has been improvement in Year 7 results in grammar and punctuation, spelling and numeracy they are still below ACT and Tuggeranong means. Writing remains an area of challenge for the school.

Year 9 test scores, with the exception of spelling, have been below the Tuggeranong means since 2012 when all areas were at or above the Tuggeranong means but below national means. (It is important to note that this information does refer to different groups of students.)

The trend data, based on school means in relation to ACT and Tuggeranong means, is currently moving downwards compared with results in 2012. This has been a pattern in the NAPLAN results at Calwell High School since 2009, moving up and down annually, however remaining below ACT and Tuggeranong means.

Writing emerges as the area of greatest concern in the data for 2013. More than 40% of year 9 is below the national minimum standard.

An updated Literacy and Numeracy Plan has been prepared for 2014 which provides interventions to address identified areas. Literacy and Numeracy remain important priorities in the school Operational Plan.

New initiatives for 2014 include the Literacy Champions who meet regularly to implement knowledge about literacy across the whole curriculum. The Champions comprise one member from each faculty who acts as an expert within their subject area.

Also this year, each faculty devised a Literacy and Numeracy Action Plan in collaboration with the Literacy Field Officer and the Numeracy Coordinator. This document provides a statement of how literacy and numeracy strategies will be implemented in each subject area with a timeline for implementation.

## Performance in other areas of the curriculum

In 2013, all curriculum areas were restructured to ensure all students have full access to the content of the Australian Curriculum. Implementing differentiated learning and supporting transition across each educational sector have been major focuses to align and enhance continuity of learning from P-12 within our schools cluster.

In the Physical Education (PE) and Health learning area, students in years 7 to 10 were offered a range of electives within the PE curriculum structure. All elective choices ensured students accessed the same Health outcomes. In addition to a core program in PE, students in years 7&8 were offered two elective options: Dance and PE; and students in years 9 & 10 were offered Dance, CORE PE, and Football Codes.

Calwell also successfully participated in a range of inter-school sports competition such as rugby league, rugby, futsal, soccer, basketball, badminton, cricket, oz-tag, and touch.

In the Studies of Society and the Environment (SoSE) learning area, the Australian Curriculum History course was fully implemented, and all students engaged in History in semester 2.

In Mathematics, a strong emphasis on consistent and formative assessment allowed students, parents and carers to closely monitor progress against each of the learning outcomes. To support transition to college, partnerships focused on the alignment of assessment with the Australian Standards and the delivery of differentiated learning to better reflect the strategic plan of the Network and the Directorate. The Mathematics faculty is steadfast in their commitment to every student developing strong mathematical knowledge, understanding and skills at every stage of their learning.

Throughout 2013, the English staff refined their work on the Australian Curriculum and the Achievement Standards and all course units are now clearly aligned to the national agenda. The faculty consistently explored ways to improve student engagement through the implementation of differentiated learning in all classes. Extensive planning was undertaken in semester 2 to introduce an elective unit model in 2014 for years 9 and 10. This has positioned students for greater choice and voice in their learning in English. Senior students will have the opportunity to choose to study the English topics which most interests them and teachers continue to track the progress and development of students to ensure they have every opportunity to succeed and develop their English skills.

In 2013 the Science faculty continued its focus on inquiry based learning through its engagement in the CSIRO CREST program. Several students completed experiments which were entered into the ACT SEA\*ACT Science Fair, where two groups were successful in winning first prize in their section of the competition and progressed through to the BHP Billiton National Science Awards.

Food technology students continued to engage with a high quality program, developing skills in the preparation of healthy meals and in catering for a wide range of school-wide hospitality events. Students also developed industry standard skills in the preparation and service of coffee. Some of our catering students reached the finals of the NYW Cook-Off Competition, receiving a Highly Commended and 5<sup>th</sup> place award.

Calwell High School's reputation in the Performing Arts continued to strengthen in 2013 in the areas of dance, music and drama. The quality of our dance program was recognised at the Limelight Festival with its piece 'Building a Nation's Capital' and was reported in the Canberra Times. Our Dancefest entry 'Make it Happen' was another highlight. The year concluded with a wonderful trip to Sydney for the Battlegrounds International Hip Hop Championships. Although the Schools division was cancelled, the organisers deemed the standard of Calwell's dancers justified our inclusion to compete in the world-renowned International Crew Division.

Band students improved their performance level on previous years in the National Eisteddfod program, winning a Silver Medal. We established the inter-school Tuggeranong Valley Band as an extra-curricular program for south-side students. The band performed to a high standard at the National Arboretum and Floriade.

Drama students performed in the National Museum Theatre Festival, alongside many college groups. And our Technical Theatre elective unit enabled students to hone their skills working in partnership with the Erindale Theatre. Photography and film students were represented at the Limelight short film festival, and the Limelight Art exhibition. The Arts are well represented in Calwell's new social media Facebook page with regular updates of news, events and exciting work samples.

## Progress against School Priorities in 2013

### Priority 1

Improve Literacy and Numeracy Outcomes.

#### Targets

- Improve writing results to reach ACT mean for NAPLAN
- Significant improvements to meet ACT targets for all NAPLAN scores for Aboriginal and Torres Strait Islander students

#### School improvement domain/s covered with this priority

Teaching and Learning      Leading and Managing      Student Engagement

#### Progress

Increasing student achievement in writing has been an ongoing focus for the school for the last two years. This has been addressed through three key actions:

- Building staff capacity to address the writing demands of their teaching areas.

- Explicit interventions with students who are most at risk
- Developing school-wide, consistent assessment practices in writing.

In 2013 100% of staff engaged in professional learning using *First Steps Writing*. Our Literacy Field Officer worked extensively with teachers using this resource to support them in the teaching of writing in their learning areas. In particular, these resources were used to inform Faculty Action Plans which are faculty-based interpretations of the priorities in the school's Annual Operating Plan.

Teachers developed their skills using the *First Steps writing map of development* to identify where each student was on the writing continuum to then target specific interventions needed to progress students further in their writing. This resource also supported teachers in their preparation of students for the NAPLAN writing assessment by providing detailed information and strategies across a range of text types.

Training was delivered to 100% of staff in the use of the SMART data package to identify each student's specific needs in writing. Our Literacy Field Officer supported staff individually, and at the faculty and whole school levels to use this data to inform their decisions about their teaching programs and how to develop pedagogical strategies in their classroom practice.

A mid-year review of our progress against this priority highlighted the need to be more explicit at the faculty level to ensure literacy practices were widely embedded across the school. *Literacy Champions* were identified in every learning area to form a whole-school team led by the Literacy Field Officer. The focus of the team has been twofold:

- To collectively develop consistently agreed strategic actions to improve writing across the school and
- As a faculty-based 'go to' person for ideas, strategies and resources to support improvements in writing at the faculty level, particularly in assessment planning and design. This model is continuing in 2014.

In 2013 insufficient numbers of Aboriginal and Torres Strait Islander (ATSI) students sat the NAPLAN assessment to generate a statistically reliable set of scores. Of significance was the absence of growth data for the year 9 cohort. Evaluation of the effectiveness of our interventions since this cohort was in year 7 was based on school-based data and teacher observations and feedback and some individual student NAPLAN results in year 7. School-based data and evaluations of programs identified ongoing challenges for us against our target and have largely informed subsequent actions to improve ATSI literacy and numeracy.

To successfully improve ATSI NAPLAN results is a significant challenge. Ensuring all ATSI students sit the assessment is the first step. Developing understanding of the importance of this assessment for our ATSI students and their families comes through trusting relationships between the school and home. Initiatives such as the homework club and the personalized work of our Indigenous Education Officer are central to achieving this goal.

Since 2010, there has been a weekly homework club operating for ATSI students and it has become a highly valued support for these students and their families. The program has expanded to incorporate other students and provides a welcoming, supportive and engaging environment. The program is building positive attitudes towards learning and has

provided a good platform for increased ATSI student participation in NAPLAN. As a result, we expect higher participation rates in 2014.

In relation to the specific target of improving writing results to reach ACT mean for NAPLAN the table below shows that while this was not achieved the gap between the school and the ACT at year 7 has closed. The school will continue to focus on this.

*Table: Writing results over time*

Year	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
<b>2011</b>	492	537	469	578
<b>2012</b>	474	520	515	563
<b>2013</b>	483	527	489	570

Source: Annual Board Report data 2011-2013

## Priority 2

Provide targeted intervention to holistically improve outcomes for all students.

### Target/s

- Build capacity of staff to develop and deliver authentic pedagogy and assessment.
- Embed personalised learning approaches across the curriculum
- Incorporate IYM and Excellence and Enterprise objectives into curriculum and pedagogy

### School improvement domain/s covered with this priority

- Teaching and Learning
- Student Engagement
- Leading and Managing

### Progress

In 2013 teaching and learning was restructured to ensure all students had full access to the Australian Curriculum. Central to this work was a change in teacher pedagogy and assessment. Differentiated learning was introduced in semester 2 in line with the Tuggeranong Network plan and to support the new structure. This pedagogical model is strongly supported by research and is considered best practice in meeting the needs of all learners.

In April three executive staff attended the four day David Langford Quality Learning program. The program focused on pedagogy and assessment. The program provided practical strategies to enable teachers to personalise learning for students. Using a 'train the trainer' approach, these executive led their staff in the use of these tools to affect pedagogical improvement and change in their faculties. To date, 32% of staff are now familiar with and are using these approaches in their classroom practice.

This has led to students being more empowered as learners by giving them 'a say' in how their learning was structured and delivered. Since then, teachers have increasingly focused on giving students more choice in what they are studying and how it is delivered. An additional four staff will be trained in the Langford approach in 2014.

Since these changes were introduced, our evaluations have shown students are more settled in class and staff have reported higher levels of engagement in learning from students. There has also been a 43% reduction in class truancy. Whilst these changes are in their infancy, we are confident further growth will occur as staff build confidence in their planning and delivery of personalised learning.

In semester 2, 100% of teaching staff engaged in an intensive professional learning program on differentiated learning. This was delivered through a structured program targeting staff at the individual, faculty and whole school levels. At each staff meeting, teachers shared their progress in implementing differentiated learning. Recognising it would be a 2-3 year journey before differentiated learning was fully embedded across the school, planning and resourcing was allocated to support this work over that period. A specialist external consultant in differentiation was engaged to work with staff. This partnership is continuing in 2014.

Since 2012, the school has been part of the Deakin University *It's Your Move* longitudinal study examining the link between student health and wellbeing and increased learning achievement. In 2012 baseline data was collected by Deakin University and these findings informed our actions. Throughout 2013 actions were taken to improve the quality of nutrition of our students; their physical fitness and understanding of the benefits of a healthy lifestyle. Specifically the:

- The delivery of community cooking classes 'Healthy Habits' with over 20 families attending educative cooking classes on Wednesday evenings in terms two and three.
- The implementation of MIEACT's 'Any Body's Cool' resource targeting young women and providing mental health resources to teachers to counter self-harm, bullying and body image issues.
- The implementation of Nutrition Australia's 'Project Dinnertime' trial during 2013 to 15 young carers and 8 students from high risk backgrounds.
- The development and implementation of a *Calwell High School Food Policy* incorporating 'green and orange' choices for all school functions and catering.
- Implementation of *IYM Hip Hop* classes run in partnership with *Dance Australia* with over 60 students accessing after hours movement and dance classes at Calwell High School.

The interim reporting from Deakin University has shown a very positive correlation emerging between these initiatives and improved student achievement. The next data collection will occur in 2014 when a full comparison of data will be available.

The Tuggeranong Holistic Health and Wellbeing Excellence and Enterprise Project is in its third phase of implementation with focus now being placed upon implementation and development of a 'cluster approach' of practices that focus on student engagement, transition and pathways. The 'systems approach' has enabled the team to identify links between schools, community organisations, families and support structures. It ensures that the project is sustainable and has the identified impact upon our entire community.

Specific actions include:

- Scoping and sequencing at each cluster primary school to identify areas of strength and weakness within the cluster with regards to health and wellbeing.

- Development of stronger connections between feeder primary schools and Calwell High School due to cross campus ventures including cooking classes, canteen facilities and physical movement classes.
- Development of an outdoor education program funded through partnership with Tuggeranong College. Implementation of CHS program began in 2013 with focus now being on introduction of Certificate 2 in Sports Coaching by 2015.
- All Student Wellbeing team staff trained in MindMatters by December 2013 with full implementation of the program in 2014.

### Priority 3

Calwell will be the school of first choice for the community.

#### Target/s

- Create a safe and engaging culture for learning
- Strengthen community partnerships to build the profile, success and reputation of the school
- Strengthen partnerships with cluster schools and the Tuggeranong network

#### School improvement domain/s covered with this priority

Learning and Teaching

Student Engagement

Leading and Managing

Community Engagement

#### Progress

Creating a safe and engaging culture for learning is about students having a strong sense of identification and belonging to the school. In 2013 significant investment by the Directorate to improve the physical environment occurred to enhance school culture and the delivery of quality learning programs.

Cultural change has occurred strongly in the area of student voice – letting students ‘have a say’ in their learning and governance of the school. In September, social media was introduced to enable students to express their concerns and ideas as well as celebrate their achievements. *Facebook, Twitter, YouTube* and *Instagram* have enabled teachers to move into the students’ social space to listen and engage with them in a more contemporary context. Since the introduction of social media, 100% of posts by students have been positive and constructive. Concurrently, there has been an 85% reduction in the level of vandalism of school facilities. Most importantly, students have reported they feel they are being listened to by teachers and that their ideas and issues are being addressed. This point was expressed effectively in the year10 valedictory speech at their graduation when the year 10 speaker acknowledged with appreciation the leadership of the school for listening to them throughout the year.

Student safety has improved through the establishment of a Workplace Health and Safety reporting process to ensure hazards in the school’s physical environment are addressed promptly. New protocols to combat bullying are in place. The school has a zero tolerance of

physical violence and students engaging in this behaviour are immediately suspended. A post-suspension restorative practice approach supports students to re-engage in schooling.

Community partnerships between the school and agencies have been strengthened and expanded. Agencies such as the YWCA/Tuggeranong Youth Centre; Tedd Noffs, Galilee; Barnados; Menslink; the local Anglican church have provided outstanding support to the school in the area of student wellbeing. These agencies have been positive advocates in the community promoting our reputation for care and support for our students.

The introduction of our online newsletter and communication software - Schoolzine has enabled the school to promote the successes and achievements of our students well beyond the scope of regular newsletters.

Partnerships with our cluster schools have developed throughout the year. Our Year 6 transition teacher has worked closely with our feeder primary schools to establish positive attitudes towards choosing Calwell High as the next step in each student's educational journey. Enrolment data for 2014 indicated 86% of students in our primary schools continued their education at Calwell High School. An effective college transition program has also ensured 99% of Calwell students continued their education at either Lake Tuggeranong or Erindale colleges. As our feeder college, 87% of our year 10 students enrolled at Lake Tuggeranong College.

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 1,477.

### Voluntary contributions

This school received \$13,347 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

### Reserves

Name and purpose	Amount	Expected Completion
Reserves – MFD 2015, to replace Multi-Function Device (photocopier)	\$4,000	January 2015

Financial Summary	
31-Dec-13	
<b>INCOME</b>	
Self management funds	424482
Voluntary contributions	4710
Contributions & donations	500
Subject contributions	8637
External income (including community use)	20590
Proceeds from sale of assets	0
Bank Interest	10598
<b>TOTAL INCOME</b>	<b>469517</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	123096
Cleaning	165423
Security	625
Maintenance	56300
Mandatory Maintenance	
Administration	14187
Staffing	30473
Communication	21495
Assets	48852
Leases	3295
General office expenditure	28447
Educational	29037
Subject consumables	20217
<b>TOTAL EXPENDITURE</b>	<b>541447</b>
<b>OPERATING RESULT</b>	<b>-71930</b>
<b>Actual Accumulated Funds</b>	<b>155143</b>
Outstanding commitments (m	8700
<b>BALANCE</b>	<b>74513</b>

**Endorsement Page**

I declare that the Calwell High School Board has operated in accordance with the provisions of the 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.

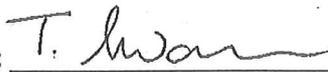
**MEMBERS OF THE SCHOOL BOARD**

<b>Parent Representative:</b>	Tracey Swann,	Amanda Thornton,	Marian Botha
<b>Community Representative</b>	Nil		
<b>Teacher Representative</b>	Tom Bluck,	Elisha Jones	
<b>Student Representative:</b>	Jacob Brown,	Kate James	
<b>Board Chair:</b>	Tracey Swann		
<b>Principal:</b>	Bruce McCourt		

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 this year.

Principal Signature:  Date: 2/5/14

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

Board Chair Signature:  Date: 2/5/14