



# Belconnen High School

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

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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

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It has been a very busy year for the school. The new bike rack and playground area have been completed, finishing off some of the remaining elements of the school modernisation project. The Board was pleased to approve a number of new electives for 2020 including the languages Spanish, Mandarin and Japanese delivered virtually with support by teachers that are fluent in those languages. The Board also supported the proposal for Drama and Performing Arts to seek a grant to purchase appropriate stage light and sound equipment for training and performances. This grant was subsequently successful and the Board approved the purchase of the equipment.

The impact of COVID19 has had a significant impact on the school this year as it has on the whole world. The Board has been impressed with the adaptability and resilience of the staff, students and their families during this difficult time. During the first Board meeting of the year tentative plans for continuing education during COVID19 were discussed and within weeks these were required to be implemented. Despite difficulties, school continued with continuous communication from the school to the community explaining what was happening, including delivery of parent teacher interviews via teleconferencing. Staff were excited to welcome the students back during late May through till early June. The Board is confident that regardless of what the remainder of 2020 has in store, the staff and students will rise to the occasion.

## School Context

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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 strength, integrity and knowledge 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. The P&C provide the service of a second-hand uniform shop for the school community.

Pastoral care is an integral part of the school staffed by our Student Services Co-ordinator, Year Co-ordinators and School Psychologist. This team ensure a supportive House system and a Student Representative Council (SRC) that is connected to the governance of the school. Positive Behaviours for Learning has been adopted within our school with our staff and students encouraging all to be respectful, responsible learners.

The school offers a 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). The school has a 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 this reporting period there were a total of 462 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	248
Female	214
Aboriginal and Torres Strait Islander	16
LBOTE*	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

## Student attendance

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

Year level	Attendance rate
7	90.0
8	86.0
9	87.0
10	86.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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	30.33
Teaching Staff: Full Time Equivalent Temporary	7.00
Non Teaching Staff: Full Time Equivalent	16.52

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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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 of 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, 82% of parents and carers, 90% of staff, and 65% 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 39 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**

<b>National opinion item</b>	
Teachers at this school treat students fairly.	92
Parents at this school can talk to teachers about their concerns.	95
Staff are well supported at this school.	82
Staff get quality feedback on their performance.	60
Student behaviour is well managed at this school.	69
Students at this school can talk to their teachers about their concerns.	90
Students feel safe at this school.	87
Students like being at this school.	87
Students' learning needs are being met at this school.	80
Teachers at this school expect students to do their best.	92
Teachers at this school motivate students to learn.	87
Teachers give useful feedback.	76
This school is well maintained.	87
This school looks for ways to improve.	87
This school takes staff opinions seriously.	72
This school works with parents to support students' learning.	74
Teachers give useful feedback.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 176 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**

<b>National opinion item</b>	
I can talk to my child's teachers about my concerns.	79
My child feels safe at this school.	85
My child is making good progress at this school.	78
My child likes being at this school.	85
My child's learning needs are being met at this school.	75
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	67
Teachers at this school motivate my child to learn.	75
Teachers at this school treat students fairly.	79
This school is well maintained.	97
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	62
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 338 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.	46
I feel safe at this school.	51
I like being at my school.	47
My school gives me opportunities to do interesting things.	62
My school is well maintained.	62
My school looks for ways to improve.	69
My teachers expect me to do my best.	87
My teachers motivate me to learn.	55
Staff take students' concerns seriously.	47
Student behaviour is well managed at my school.	26
Teachers at my school treat students fairly.	43
Teachers give useful feedback.	49

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

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### 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 this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

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

**Table: NAPLAN Mean Scores**

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	551	550	583	592
Writing	497	509	534	544
Spelling	532	542	572	584
Grammar & Punctuation	540	544	570	580
Numeracy	550	552	580	594

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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	380186.20	231521.78	611707.98
Voluntary contributions	7360.00	5800.00	13160.00
Contributions & donations	7878.14	3572.16	11450.30
Subject contributions	7943.55	7648.05	15591.60
External income (including community use)	20000.00	0.00	20000.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7990.92	5747.12	13738.04
<b>TOTAL INCOME</b>	<b>431358.81</b>	<b>254289.11</b>	<b>685647.92</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	82396.73	112417.00	194813.73
Cleaning	87052.80	14486.40	101539.20
Security	0.00	557.93	557.93
Maintenance	39033.71	33413.91	72447.62
Administration	36635.87	13084.93	49720.80
Staffing	0.00	0.00	0.00
Communication	2322.69	2391.96	4714.65
Assets	55650.29	125390.97	181041.26
Leases	0.00	0.00	0.00
General office expenditure	14290.95	21532.38	35823.33
Educational	32467.58	35648.05	68115.63
Subject consumables	16804.19	22652.69	39456.88
<b>TOTAL EXPENDITURE</b>	<b>366654.81</b>	<b>381576.22</b>	<b>748231.03</b>
<b>OPERATING RESULT</b>	<b>64704.00</b>	<b>-127287.11</b>	<b>-62583.11</b>
<b>Actual</b> Accumulated Funds	304071.30	313286.55	313286.55
Outstanding commitments (minus)	-11089.29	0.00	-11089.29
<b>BALANCE</b>	<b>357686.01</b>	<b>185999.44</b>	<b>239614.15</b>

## 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
Stage Lighting Upgrade 2020 a) Installation of new Sound Booth equipment following refurbishment.  b) Our students learn how to run all facets of putting on a stage show which can be seen by the wider school community.	\$8,000	November 2020
Facilites Upgrade 2020 a) Upgrading older sections of the school playgrounds. Upgrade furniture and equipment as our school grows in numbers over the next few years.  b) School playground made more accessible and brought in line with new refurbished playground. New furniture and equipment needed so we comfortably house 600 students.	\$50,000	Playground May 2020  Furniture and equipment as required.
IT Projects 2020 a) Upgrade of student media computers and chrome book computers for loan to be replaced.  b) Provision of high-quality learning resources for Media and Digital Technology studies. Chromebook computers are at end of life and need to be replaced.	\$20,000	July 2020

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Petrina Olds,	Nicole Harris,	Marka Selmes.
<b>Community Representative(s):</b>			
<b>Teacher Representative(s):</b>	Janet Cooke,	Eva Bugledich.	
<b>Student Representative(s):</b>	Samantha Kim,	Sam Baloiloi.	
<b>Board Chair:</b>	Petrina Olds		
<b>Principal:</b>	David McCarthy		

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

Board Chair Signature:     Petrina Olds

Date:   29 / 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:     Rebecca Pearce

Date:   29 / 06 / 2020