



Belconnen High School

Annual School Board Report 2022



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

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 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 Executive Teacher, Year Co-ordinators, School Psychologist, and School Youth Health Nurse. Positive Behaviours for Learning has been adopted within our school with our staff and students encouraging all to be respectful, responsible learners. As a team we ensure a supportive House system and a Student Representative Council (SRC) that is connected to the governance of the school.

The school offers a comprehensive curriculum that is structured around the Key Learning Areas of English, Mathematics, Science, Humanities and Social Sciences (HaSS), Physical Education, the Arts, Technology and Languages other than English (LOTE). The school has a language program called “Connecting to Country”, which focuses on the indigenous languages and culture of our local area.

Students are extended and challenged through the highly successful enrichment program (PEP) in the areas of English, Mathematics, HaSS and Science. 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 targeted programs designed to engage and connect students to the school and their learning. Amongst these is a highly successful Inclusive Education program. This program supports individual students to engage in a rich and diverse learning experience across the school and within a small group program. 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 586 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	314
Gender - Female	272
Aboriginal and Torres Strait Islander	17
LBOTE*	116
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

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	81.0
8	80.0
9	80.0
10	82.0

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, 153 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	40.22
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	19.79

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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.

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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 79.0% of parents and carers, 87.5% of staff, and 60.0% 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 48 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	
This school looks for ways to improve.	75
This school takes staff opinions seriously.	60
Teachers at this school motivate students to learn.	83
Students' learning needs are being met at this school.	79
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	32
Staff are well supported at this school.	60
Teachers at this school expect students to do their best.	92
Teachers give useful feedback	79
Teachers at this school treat students fairly.	88
This school is well maintained.	90
Students feel safe at this school.	81
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	44
Students like being at this school.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 81 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.	89
Teachers give useful feedback	66
Teachers at this school treat students fairly.	70
This school is well maintained.	81
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	54
My child likes being at this school.	87
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	60
Teachers at this school motivate my child to learn.	71
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 315 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	
My teachers expect me to do my best.	72
Teachers give useful feedback	57
Teachers at my school treat students fairly.	48
My school is well maintained.	51
I feel safe at this school	57
I can talk to my teachers about my concerns.	40
Student behaviour is well managed at my school.	30
I like being at my school.	43
My school looks for ways to improve.	54
Staff takes students' concerns seriously	54
My teachers motivate me to learn.	49
My school gives me opportunities to do interesting things.	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 this reporting period, 0.65 % of year 7 students and 0.00 % of year 9 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	526	554	581	591
Writing	519	536	560	565
Spelling	536	554	577	584
Grammar & Punctuation	527	541	582	586
Numeracy	532	552	577	592

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-December
Directorate Funding	552877.18
Contributions and Donations	33637.47
Subject Contributions	12780.58
Hire of Facilities	23555.27
External Revenue	567.90
Sale of Assets	0.00

Interest Received	15678.75
Other School Revenue	2666.09
TOTAL INCOME	641763.24
EXPENDITURE	
Utilities and General Overheads	195538.64
Security and Caretaking	0.00
Maintenance	53264.87
Administration	36304.60
Staffing Expenditure	2155.77
Communication	6007.57
Assets & Leases	35763.44
General Expenses	51435.91
Educational Resources	125675.69
Subject Consumables	43494.96
Directorate Funded Payments	13099.10
Other Payments	415.96
TOTAL EXPENDITURE	563156.51
OPERATING RESULT	78606.73
Accumulated Funds	367393.83
BALANCE	446000.56

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
Painting and/or Outdoor Learning Areas	\$50,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Andrea Carroll,	Sam Holthouse,	Craig Harvey.
Community Representative(s):	Maree Hardwicke.		
Teacher Representative(s):	Belinda Chaplin,	Peta-Jane Morris.	
Student Representative(s):	Bradley Weston,	Amy Welsh.	
Board Chair:	Andrea Carroll		
Principal:	Rebecca Pearce		

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

2022 Board Chair Signature: Andrea Carroll

Date: 01/ 05/ 2023

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: 01 / 05 / 2023