



Belconnen High School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.blch.act.edu.au>.

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School Board Chair Report

As part of modernising school facilities and improving learning outcomes, the Government disbursed promised moneys to the School (\$21M) during this period. Improvements commenced in 2014 and included a new playground area and other facilities for Art and Music. The School has continued its push towards developing Professional Learning Communities to move from a traditional “Teaching” model towards a “Learning” model. As part of this goal, continuous Staff development is in place, and implementation of the PLC framework has commenced in small steps. The Board is proud to highlight that student enrolment into the school has stabilised and is now growing.

Introduction to School

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.

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, Pastoral Care Co-ordinator, year group Co-ordinators, School Counsellor 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). The Languages currently offered at the school are French and Indonesian.

Students are extended and challenged through the highly successful enrichment program (PEP) in the areas of English, mathematics, SoSE and physical education. Students are given the opportunity to study a number of Vocational Education and Training courses and to 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 enrolment

In 2015 there were a total of 356 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	176
Female	180
Indigenous	14
LBOTE	61

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
7	91.0
8	89.0
9	82.0
10	84.0

Source: Planning and Performance, December 2015

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. BHS 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 (as required by the Department) 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 has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	50

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It includes 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.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	33
Teaching Staff :Full time Equivalent Permanent	31
Teaching Staff :Full time Equivalent Temporary	2
Non Teaching Staff (Head Count)	10
Non Teaching Staff :Full time Equivalent	8.9

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 500.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

Belconnen High will be reviewed in 2019. A copy of their most recent 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 2015 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 2015, 86% of parents and carers, 97% of staff, and 67% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 30 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	97
This school is well maintained.	73

Item (cont)	(%)
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	90
Students like being at this school.	100
This school looks for ways to improve.	97
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	83
I receive useful feedback about my work at this school.	67
Staff are well supported at this school.	100

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 57 number of parents who took part in the survey are tabled below.

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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	81
This school is well maintained.	86
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	70
My child likes being at this school.	89
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	75

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 279 number of students who took part in the survey are tabled below.

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.	86
My teachers provide me with useful feedback about my school work.	61
Teachers at my school treat students fairly.	51
My school is well maintained.	50
I feel safe at my school.	64
I can talk to my teachers about my concerns.	49
Student behaviour is well managed at my school.	30
I like being at my school.	56
My school looks for ways to improve.	77
My school takes students' opinions seriously.	45
My teachers motivate me to learn.	62
My school gives me opportunities to do interesting things.	67

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school plan is available on the school website.

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 2015, 2.00 % of year 7 students and 4.00 % 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 NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

Table: Belconnen High School 2015 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	534	566	564	599
Writing	500	522	505	559
Spelling	519	548	560	589
Grammar & Punctuation	532	554	553	581
Numeracy	524	549	545	600

Source: Performance and Planning December 2015

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

The table shows that the 2014 NAPLAN results for our year 7 and year 9 students were below the average of the ACT in all domains.

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: students exhibiting visual art works at the Australian National University (ANU); 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.

Progress against School Priorities in 2015

Context:

Belconnen High School completed External Validation in 2014 through a process of review which included the use of the National School Improvement Tool. The panel recommended the following:

1. Priority given to a school wide systematic student performance data collection process.
2. Greater emphasis on improved student learning outcomes.
3. Documentation of school programs and processes.
4. Implementation of the Australian curriculum.

These recommendations form the basis of the strategic priority and are encompassed in the Professional Learning Community Model (PLC). The modernisation of the school’s facilities was prioritised in the previous strategic plan and will continue in this plan. The development of this plan has closely involved the school community through the School Board and P&C.

Methodology:

A process of continual evaluation was predominately used for the strategies listed. This process included regular monitoring of progress with the relevant stakeholders. The primary stakeholders for key improvement strategy 1 were the school's teaching staff, other stakeholders included students and parents. The meeting times and purpose for staff were changed to encompass continual evaluation of the progress of our goal to be a PLC school. In the beginning this was the reaching of a shared understanding of the PLC model and the staff undertaking a shared responsibility to achieve this change. Some key actions were easily assessed such as the provision of professional learning or the production of curriculum documents. Others such as the judgement of staff understanding was more difficult. All evaluation by staff was gathered by the executive team and regularly analysed to determine progress. The timelines for completion or introduction of action were subsequently adjusted according to this analysis.

The methodology for key improvement strategy 2 was primarily driven through completion of works set by the Infrastructure and Capital works section of ETD.

Evaluation of key improvement strategy 3 focused on two areas of data. Firstly, information gathered from the primary schools and secondly 2016 enrolment data.

Evaluation of Performance:

The following evaluation of the school's progress in achieving the overarching strategic priority is separated into each of the key strategies.

Implementation of the PLC Model

The school's Professional Learning Community (PLC) is based on the "Dufour model" that challenges school's to shift their focus from teaching students to ensuring students learn. We have based our model for this change around four primary questions for student's learning:

1. What do we want students to learn?
2. How do we know if they have learned?
3. How do we respond when students do not learn?
4. How do we respond when students have learned?

To implement the PLC model at the school two primary targets needed to be met. The first of these was to clearly communicate to staff the rationale for the change and establish a shared understanding of the model. This was achieved through the professional learning (PL) program throughout the year. The program began in January prior to students commencing and continued at the regularly scheduled "Teaching and Learning" meetings that were created for this purpose. These meetings replaced the administration –based staff meetings previously conducted. Once this shared understanding of the model was achieved the staff committed to a shared responsibility to achieve our goal. That commitment is:

As the Educators at Belconnen High School we believe that All of our students can learn and experience success. We also believe it is our responsibility to make this happen.

Collaborative staff teams (PLTs) were formed and each teacher allocated to one of these teams. The teams were formed around the Key Learning Areas (KLAs) to provide staff time and a focus to develop the Guaranteed Curriculum (Question 1) for that KLA. The provision of time was achieved through each teacher having a reduced face-to-face teaching load with the school compensating through supplementary staffing. The guaranteed curriculum has been developed and documented for each KLA. This process took longer than first anticipated, primarily due to changes that needed to be made to the process we developed to achieve the outcome and that teachers found the process difficult, particularly the demands of the Australian Curriculum.

Following on from the guaranteed curriculum PL was conducted to introduce staff to the "Teaching Cycle" (this puts the four questions together) and how it is relevant to their planning for their individual KLAs. To achieve a high level of understanding throughout the teaching staff follow up coaching sessions both with smaller groups of staff e.g. science teachers and individuals were required.

In terms 3 & 4, TQI approved PL was developed and delivered to staff on formative assessment techniques (Question 2). The PL included the different assessment types and how staff could use these techniques in their KLA. The sessions also included valuable time for staff to share techniques they had trailed. This work will continue in 2016.

The second of the primary targets was developed and introduced concurrently. This was to develop an assessment data collection tool and collect baseline data for Years 7, 8 and 9 in Maths and English. This is to enable teachers to make informed judgements on the learning of their students. To achieve this, the school purchased a standardized testing package (PAT) and tested all students. This baseline is now established and will be followed up with annual testing of students. A preliminary analysis of the data has been completed by executive staff and planning has commenced for individual students according to the data gathered. In evaluating the process used this year, changes will be made to scheduling when students will be tested.

The 2016 plan will concentrate on the further development of formative assessment techniques for staff and the development of strategies to address the two remaining questions that focus on how we respond if students learn.

In developing the Belconnen Regional Trade Skills Centre (BRTSC), this strategy also included the facilitation of staff gaining qualifications to deliver in the two Certificate I courses for

2016. This has been achieved. The course development has commenced and will continue during Semester 1 of 2016.

Modernise School Facilities

After the removal of the Link Building at the start of the year and the subsequent landscaping work for a new playground area in its place, Stage 1 upgrades will be completed for the commencement of the 2016 school year. To complement these works and enhance the school's appearance to Murrarji Street a new sign comprising of the school crest and name was installed on the front of the school Hall.

The ACT government announced a further \$17.6M in this year's budget for the remaining stages of the school's modernisation. Planning with ICW and Treasury for these stages has commenced and will continue in 2016.

Facilities for the BRTSC courses have been completed ready to deliver Certificate I in both Construction and Hospitality in 2016.

Strengthen School Community partnerships

Over a number of years a high productive, collaborative relationship has been established with the three in-area primary schools: Hawker, Weetangera, Florey and Southern Cross Early Childhood School and the local senior secondary College: Hawker College. This year those links have been strengthened through collaboration between the schools that has focused on the sharing of the implementation of the PLC model at each school. This has primarily been done to date with combined meetings of executive staff of the six schools. This collaboration has proven highly productive for Belconnen and will continue in 2016.

Two parent forums, run by the P&C, were conducted during the year to introduce and increase the understanding of the PLC model for parents. These forums were well attended with highly positive feedback received.

Student enrolment numbers continue to increase with numbers for year 7 in 2016 currently in excess of 100, a 10% increase on this year. In 2016, the year 7 cohort will be the largest year group in the school in comparison to the previous 15 years. This will result in the school's first net rise over consecutive years in student enrolments over the 15 year period.

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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	293430.41	337156.80	630587.21
Voluntary contributions	7897.50	2205.00	10102.50
Contributions & donations	9589.62	4409.62	13999.24
Subject contributions	9951.81	6472.00	16423.81
External income (including community use)	15272.73	200.36	15473.09
Proceeds from sale of assets	2000.00	0.00	2000.00
Bank Interest	4834.67	5266.22	10100.89
TOTAL INCOME	342976.74	355710.00	698686.74
EXPENDITURE			
Utilities and general overheads	55787.28	105653.35	161440.63
Cleaning	102423.30	106181.10	208604.40
Security	1074.18	11470.00	12544.18
Maintenance	42069.91	64885.86	106955.77
Administration	6703.22	8837.08	15540.30
Staffing	0.00	0.00	0.00
Communication	3842.20	7644.37	11486.57
Assets	5000.00	3610.38	8610.38
Leases	0.00	0.00	0.00
General office expenditure	11631.03	14538.66	26169.69
Educational	16197.36	20372.50	36569.86
Subject consumables	6138.35	13924.00	20062.35
TOTAL EXPENDITURE	250866.83	357117.30	607984.13
OPERATING RESULT	92109.91	-1407.30	90702.61
Actual Accumulated Funds	119014.07	140153.54	140153.54
Outstanding commitments (minus)	-13636.36	0.00	-13636.36
BALANCE	197487.62	138746.24	217219.79

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1114.

Voluntary contributions

These 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 2015.

Reserves

Nil

Endorsement Page

I declare that the Belconnen 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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

Parent Representative:	Lorraine Myatt,	Hamish Jones
Community Representative	Chander Khera	
Teacher Representative	Rebecca Cowan,	Crystal Webber
Student Representative:	George Dethridge,	Bailey McGhie
Board Chair:	Ashok Krishnan	
Principal:	David McCarthy	

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 2015.

Principal Signature: _____

Date: 25/5/16

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

Board Chair Signature: _____

Date: 25 May 2016