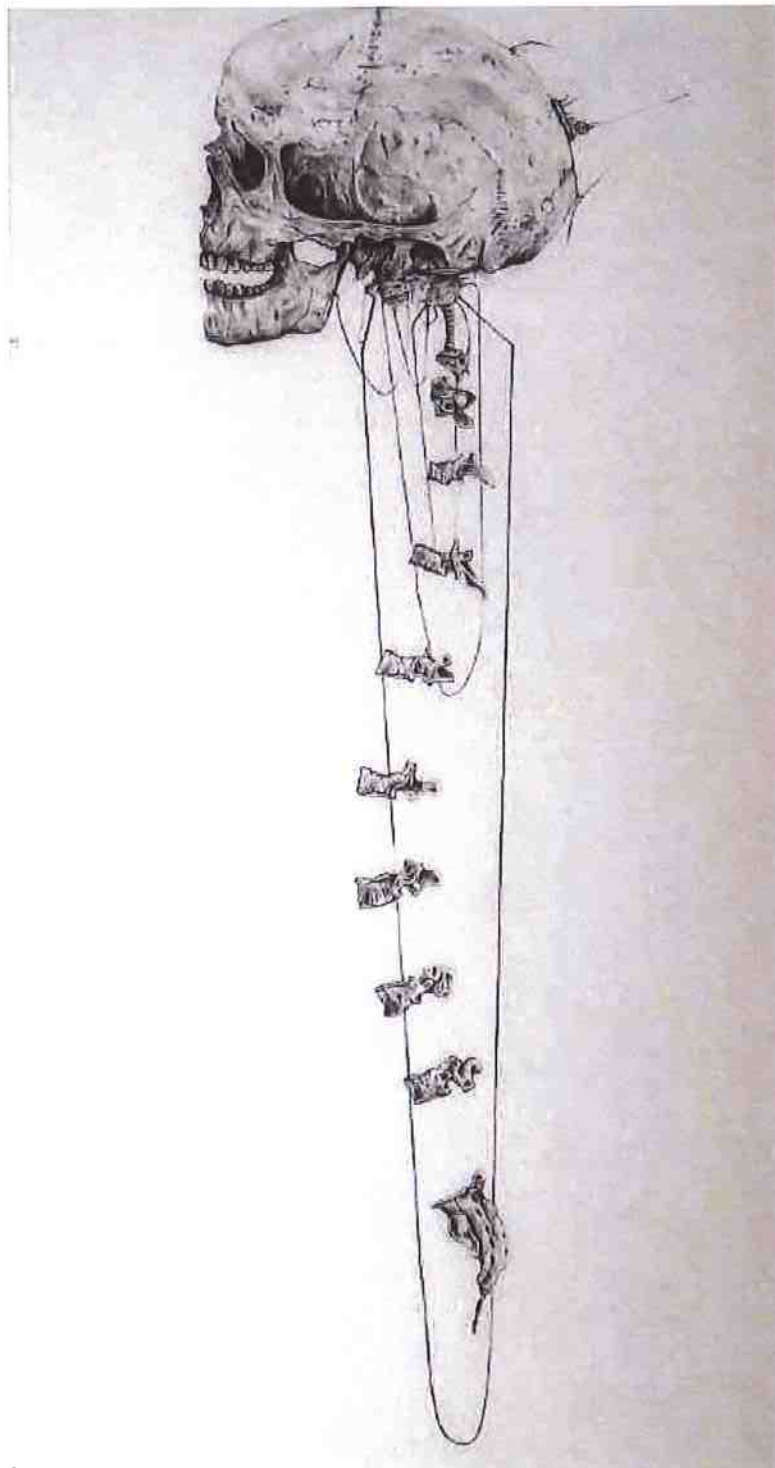




# Melrose High School

Annual School Board Report 2021



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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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Due to COVID 19 restrictions, School Board Activity was limited.

## School Context

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Melrose High School was established in 1970 and is situated in the suburb of Pearce in the Woden Valley, Canberra, Australian Capital Territory. We are an inclusive ACT Public School catering to over 800 students across the Years 7 to 10 (aged 12 – 16). Melrose High School is founded upon a tradition that encourages achievement in learning within a safe and friendly environment. There is a commitment to strive for excellence and to provide educational programs that meet the academic, social, and emotional needs of our students.

The Melrose High School Curriculum is based on a broad educational platform which allows student choice and addresses each individual's interest's, strengths and needs. The school offers the Australian Curriculum, which provides a breadth of educational experience through a range of subjects, meeting the interests and needs of students for the 21st Century. Students also have the opportunity to participate in Leadership programs as well as many sporting, academic and cultural extracurricular activities.

Our languages program focuses on Chinese, Japanese, and Indonesian and may offer international overseas excursions for the students who choose to study these languages. In years 9 and 10, students choose a curriculum package which includes academic levels in English, Mathematics, Science, and Studies of Society and Environment plus a wide variety of choice in Physical Education, Information Technology, The Arts, Languages and Technology. The school offers extensive careers vocational and work experience programs for students. Strategies to improve literacy results in years 7 and 9 has resulted in a school wide focus on writing skills in years 7-10, utilising consistent scaffolds in all subjects across the school. The school sets high expectations with an emphasis on producing learning outcomes preparing our students for their future academic, career and vocational pathways.

Melrose High School has a focus on being a Safe, Respectful, Learner as part of Positive Behaviours for Learning (PBL). This requires all members of the school community to accept responsibility for their actions and to understand that behavioural interactions are learning opportunities for all.

## Student Information

### Student enrolment

In this reporting period there were a total of 839 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	434
Gender - Female	405
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	27
LBOTE**	224

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* 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.

\*\* 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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
7	91.0
8	89.0
9	86.0
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, 135 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	51.08
Teaching Staff: Full Time Equivalent Temporary	5.40
Non Teaching Staff: Full Time Equivalent	22.17

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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.

Our school was reviewed in 2018 A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range 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, 83.2% of parents and carers, 86.8% of staff, and 68.0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 53 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	
Parents at this school can talk to teachers about their concerns.	96
Staff get quality feedback on their performance.	49
Student behaviour is well managed at this school.	60
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	83
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	94
Teachers give useful feedback.	71
This school is well maintained.	76
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 149 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	
My child feels safe at this school.	83
My child is making good progress at this school.	74
Student behaviour is well managed at this school.	59
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	68
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	87
This school is well maintained.	68
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	58
This school works with me to support my child's learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 519 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	43
I feel safe at this school.	57
I am happy to be part of this school.(Replaces 'I like being at my school')	64
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	52
My school is well maintained.	42
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	78
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	70
Staff take students' concerns seriously.	59
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	70
Teachers give useful feedback.	58

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## 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, 0.00 % of year 7 students and 1.49 % 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	551	541	571	584
Writing	531	522	538	544
Spelling	550	543	567	576
Grammar & Punctuation	541	538	567	576
Numeracy	563	548	582	588

## 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	735313.47
Contributions and Donations	24521.03
Subject Contributions	39944.00
Hire of Facilities	11025.15
External Revenue	10127.03
Sale of Assets	0.00
Interest Received	11358.33
Other School Revenue	19943.12
<b>TOTAL INCOME</b>	<b>852232.13</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	179639.09
Security and Caretaking	1851.96
Maintenance	114599.84
Administration	59883.57
Staffing Expenditure	-5308.11
Communication	10979.73
Assets & Leases	122210.18
General Expenses	42262.98
Educational Resources	185167.77
Subject Consumables	27899.47
Directorate Funded Payments	14635.29
Other Payments	11381.23
<b>TOTAL EXPENDITURE</b>	<b>765203.00</b>
<b>OPERATING RESULT</b>	<b>87029.13</b>
Accumulated Funds	569115.85
<b>BALANCE</b>	<b>656144.98</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
Oval contingency – Contingency funding for on going maintenance of school grass oval	\$40,000	2022
IT Renewal Program – Updates to computer software and labs used for IT specific curriculum	\$30,000	2023
Staff contingency – Contingency funding for staff engagement and relief to ensure continued student support and learning	\$80,000	2023
Future Focused Teaching – Ongoing school coaching around 21 <sup>st</sup> century learning and pedagogy	\$15,000	2022
Staff Teacher Professional Development – Support continued professional learning	\$125,000	2022

## Endorsement Page

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### Members of the School Board

Parent Representative(s):	Stuart McKellar	Amanda Walsh
Community Representative(s):		
Teacher Representative(s):	Alison Carson	Greg Tozer
Student Representative(s):	Alexander Gillespie	Maddelyn Drewson
Board Chair:	Richard Perry	
Principal:	Simon Vaughan	

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

2021 Board Chair Signature:



Date: 2/08/2022

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:



Date: 29 / 07 / 2022