



# Melrose High School

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## Annual School Board Report 2016



Figure 1: Year 10 Art Prize 2016

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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## School Board Chair Report

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The Melrose High School Board is a dedicated group of members with a passion to be involved with the continued growth of the school, provide guidance, give accountability and lend leadership to the school. This year has seen many accomplishments from the staff and students in Academia, Sports, Cultural Events, International exchanges and tours and the Performing Arts. The school tradition and culture, encourages achievement in learning within a safe and friendly environment based on the values of Respect. The school continues to provide opportunities and support to develop students in the areas of intellectual, aesthetic, moral, emotional, physical and social growth.

2016 has been a year for major infrastructure work on the campus the new roof has been completed and the construction of new ACE Science facilities in the shape of a Physics lab and the MSATT teaching space on Mt Stromlo have been added to school facilities. In 2016 the school has also welcomed the opening of the Melrose High School oval and sports precinct and this has been a long term commitment of the school Board to pursue this amazing initiative.

On behalf of the Board I would like to take this opportunity to thank the very hard and professional work of the Executive, teachers and support staff in contributing to the success of Melrose High School. Also to the students, parents and carers who contribute to the wonderful Melrose community on a daily basis.

Annette Brown- Melrose High School Board Chair

## Context

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Melrose High School is positioned on the geographical edge of two Canberra School networks. As such, the school attracts a large number of students from other PEAs (Priority Enrolment Areas). A major focus of the school is the construction and maintenance of the school as a community of like-minded learners. The school community includes 37 language backgrounds, international fee paying students as well as a broad cross section of Canberra families. Specific teaching strategies are tailored to suit the diverse needs of our community and have been influenced by the data collected from a variety of sources including PAT testing NAPLAN, school and system surveys and reflection on Year 11 and 12 achievements. The strong values of RESPECT and a wellbeing approach based in Neuroscience at Melrose High School continues to influence the next stages of our development cycle. As we develop a platform of 21st century learning outcomes with our students, we also look to a modern and efficacious method of support for their wellbeing. The school is in its final year of the current planning cycle.

## Student Information

### *Student enrolment*

In 2016 there were a total of 747 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	385
Female	362
Indigenous	48
LBOTE	208

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
7	90.0
8	89.0
9	85.0
10	85.0

Source: Planning and Analytics, December 2016

Day to day attendance is managed through House Group teachers by utilising a school developed Google Apps for Education electronic attendance system. This is done in conjunction with the Rolls Officer who notifies parents via SMS messaging when an absence is unexplained. The percentage attendance rates are also heavily influenced by students who have anxiety issues or long term medical problems. The SLC Student Engagement and the SLC Student Welfare work in conjunction with Year Advisors and the families to address any larger concerns regarding school attendance. Families are also linked with support agencies to ensure appropriate interventions and support structures are in place for the student as required.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	65

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of Melrose High School is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	57
Teaching Staff: Full Time Equivalent	55.6
Non Teaching Staff: Head Count	20
Non Teaching Staff: Full Time Equivalent	17.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are 2 indigenous staff members at this school.

### *Volunteers*

Without the support of volunteer organisations such as Menslink, The School Volunteers Program, Peter McGrath, a large number of Scientists as mentors and many parent helpers, the school could not provide the breadth of experiences and support students currently access.

The estimated number of hours volunteers worked with the school during 2016 was It is estimated that these equated to at least 1000 hours during 2016.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, 'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Melrose High School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools 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 2016 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 2016, 81% of parents and carers, 77% of staff, and 75% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 44 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	86
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	89
This school is well maintained.	82
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	55
Students like being at this school.	77
This school looks for ways to improve.	86
This school takes staff opinions seriously.	52
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	79
This school works with parents to support students' learning.	84
I receive useful feedback about my work at this school.	59
Staff are well supported at this school.	61

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 140 parents who took part in the survey are tabled below.

**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.	87
Teachers at this school provide my child with useful feedback about his or her school work.	73
Teachers at this school treat students fairly.	77
This school is well maintained.	83
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	70
My child likes being at this school.	89
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	68
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	78

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 444 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**

National Opinion Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	60
Teachers at my school treat students fairly.	51
My school is well maintained.	52
I feel safe at my school.	63
I can talk to my teachers about my concerns.	44
Student behaviour is well managed at my school.	31
I like being at my school.	63
My school looks for ways to improve.	76
My school takes students' opinions seriously.	42
My teachers motivate me to learn.	68
My school gives me opportunities to do interesting things.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

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### *NAPLAN assessment*

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 2016, 2.00 % of year 7 students and 1.00 % 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 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 2016 mean scores achieved by our students compared to the ACT.

**Table: Melrose High School 2016 NAPLAN Mean Scores**

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	538	558	593	601
Writing	508	519	541	557
Spelling	538	546	573	590
Grammar & Punctuation	532	552	568	588
Numeracy	540	556	581	597

Source: Planning and Analytics

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

### Performance in Other Areas of the Curriculum

There has been continued successes in the Science programs have been in evidence again in 2016. Students undertaking ACE Science mentor programs demonstrated diverse and detailed learning as Scientists with mentors from the community of Scientists in the ACT. Feedback from the mentors indicated that the theses authored by the students were of an exceptionally high standard in 2016.

Melrose High School students continue to excel in various sports with the ESP program assisting a number of students to manage their chosen sports and representative commitments. Students have represented the ACT and Australia in Baseball, Athletics, Soccer and Martial Arts. The achievements of students in Outdoor Education have also been highly commended by Melrose High staff and outside providers.

## Progress Against School Priorities in 2016

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Below is Melrose High School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	386849.18	402229.00	789078.18
Voluntary contributions	156.00	0.00	156.00
Contributions & donations	7216.00	2239.00	9455.00
Subject contributions	23600.50	21792.00	45392.50
External income (including community use)	18513.64	25078.52	43592.16
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14050.79	11129.88	25180.67
<b>TOTAL INCOME</b>	<b>450386.11</b>	<b>462468.40</b>	<b>912854.51</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	98349.60	109099.07	207448.67
Cleaning	105430.79	104352.63	209783.42
Security	2321.82	1470.80	3792.62
Maintenance	134649.36	107827.68	242477.04
Administration	4498.97	25865.34	30364.31
Staffing	4507.72	17044.42	21552.14
Communication	10783.79	3439.02	14222.81
Assets	29503.86	30109.47	59613.33
Leases	0.00	0.00	0.00
General office expenditure	6933.99	11028.55	17962.54
Educational	8463.43	8079.45	16542.88
Subject consumables	30746.20	20552.06	51298.26
<b>TOTAL EXPENDITURE</b>	<b>436189.53</b>	<b>438868.49</b>	<b>875058.02</b>
<b>OPERATING RESULT</b>	<b>14196.58</b>	<b>23599.91</b>	<b>37796.49</b>
<b>Actual</b> Accumulated Funds	160723.63	100723.63	100723.63
Outstanding commitments (minus)	-75821.83	0.00	-75821.83
<b>BALANCE</b>	<b>99098.38</b>	<b>124323.54</b>	<b>62698.29</b>

## Professional Learning

**Table: Professional learning summary**

Teacher Professional Learning funds (6001PL00)	\$19,643.14
Principal Professional Learning funds (6001PL00)	\$916.97
School funds allocated to professional learning (3760TEA00)	\$22,006.03
Travel costs	\$0
CRS Days that have a B Code (28.40)	\$13,632
CRS Days that have a D Code (24)	\$11,760
Estimated days as inbuilt relief for PL (15)	\$7350
Total	\$75,308.14
FTE teachers	67.5
Total per teacher	\$1115.68

Source: School-based data

The average professional learning expenditure at the school level per full time equivalent teacher was \$1115.68

## 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 2016.

Overall voluntary contributions including subject consumables totalled \$55,003.50 for 2016

## Reserves

\*See next page

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
IT Renewable program- updating the computer labs used for IT specific curriculum.	\$40,000	2018
BYOD Establishment- support for security of devices and equipment availability on a needs basis for families	\$20,000	2018
Executive Colloquium- Extended professional learning for 14 school leaders over 10 months	\$20,000	2016
Whole School Upgrade- co-contribution to refurbishments and upgrades to the Malcolm Barlow Hall	\$55,650	2018
21 <sup>st</sup> Century classrooms- refurbishment of class rooms to reflect modern learning styles and architecture	\$50,000	2017
Upgrade playground- outdoor exercise and fitness equipment available to all students	\$50,000	2017
Lee Crockett - Ongoing school coaching around 21 <sup>st</sup> Century learning and pedagogy	\$20,000	2017
Staffing- Contingency funding for potential staffing costs	\$40,000	2017
SRA establishment staffing- support for the transition to dollar based staffing budget and allowing for enrolment anomalies	\$50,000	2018
Staffing School Psychologist – paying for additional days of attendance of School Psychologist	\$20,000	2016
Sustainability- potential environmentally friendly infrastructure upgrades or teaching/learning opportunities	\$15,000	2018
Multimedia- upgrade to the Malcolm Barlow Hall	\$13,949	2017
Lead teacher – school funded projects by leading teachers	\$5,000	2017
<b>TOTAL</b>	<b>\$399,599</b>	

## Endorsement Page

I declare that the Melrose High School Board has operated in accordance with the provisions of the ACT *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(s):</b>	Stewart McKellar	Craig Jones
<b>Community Representative(s):</b>	Kay Wulf	
<b>Teacher Representative(s):</b>	Ben Duggan	Helen Uren-Randall
<b>Student Representative(s):</b>	Ashley Khaw	Natalie Mosslar
<b>Board Chair:</b>	Anette Brown	
<b>Principal:</b>	Simon Vaughan	

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 2016.

Principal Signature:  Date: 18 / 05 / 2017

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

Board Chair Signature:  Date: 24 / 05 / 2017