

# Melrose High School

---

## Annual School Board Report 2017

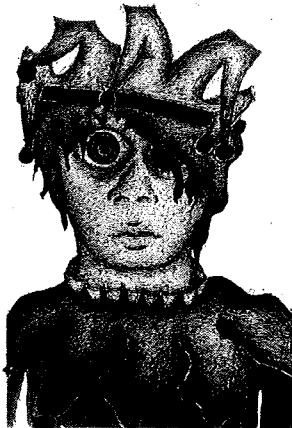


Figure 1: Year 10 Art Prize 2017

This page is intentionally left blank.

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'*.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2017

Material in this publication may be reproduced provided due acknowledgement is made.

## Contents

---

School Board Chair Report .....	1
School Context .....	1
Student Information.....	2
Student Enrolment .....	2
Student Attendance .....	2
Staff Information .....	3
Teacher Qualifications.....	3
Workforce composition.....	3
School Review and Development.....	3
School Satisfaction .....	4
Overall Satisfaction.....	4
Learning and Assessment.....	6
NAPLAN .....	6
Performance in Other Areas of the Curriculum .....	7
Financial Summary .....	8
Professional Learning .....	9
Voluntary Contributions.....	9
Reserves .....	9
Endorsement Page .....	11
Members of the School Board .....	11

## School Board Chair Report

---

Melrose High School is an inclusive government school of around 800 students and 70 staff. It provides a well-maintained place of learning and opportunity for our students to grow and prepare themselves for an active role in our community, and in a changing environment, and help them aspire to make a difference in challenging times. We must continue to provide and improve our ways of providing students with a toolkit of skills and attitudes to enjoy learning, so they can look forward to all their future challenges, and make a difference with their chosen field of endeavour.

The Board is formed from a wonderful and cohesive mix of school staff, parents and students, all with equal contribution to the functions of the board. Board representative members are motivated to represent the views and concerns of the wider school community, and to accelerate the growth of our student outcomes. We want the best for our students, in their learning and in their futures. With Board guidance and support, the school continues to care for students wellbeing, and provides a wide range of services and support at all levels of ability, and caters for a diverse student cohort. Recognising the students and teachers achievements and the schools initiatives, is a large part of promoting these aims.

In 2017 we have had overseas visits from Minde Junior High School in Taiwan; our students enjoyed being hosted in Japan through Makubetsu district schools; made curriculum changes in Maths and Science; celebrated MSATT's first year of operations; introduced several new and exciting electives; and saw the construction and implementation of management practises for the new ovals. The school Executive continues to provide building maintenance and improvements, administrative services, and the Board focusses the maintenance and improvement effort, to the best advantage of our students and teaching staff.

On behalf of the School Board, I would like to thank all the staff for their professional and phenomenal efforts during 2017. Thank you for taking this big step forward together. Thank you also to the students and their parents and carers for your joint contribution to the school community, in what has been an amazing year of achievement and experiences.

*Stuart McKellar - Melrose High School Board Chair (Atg.)*

## School Context

---

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 21<sup>st</sup> 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 2017 there were a total of 727 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	373
Female	354
Aboriginal and Torres Strait Islander	41
LBOTE*	190

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student Attendance*

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages**

Year level	Attendance rate
7	91.0
8	87.0
9	84.0
10	84.0

Source: Planning and Analytics, December 2017

Day to day attendance is managed through Roll Group teachers by utilising an 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 2017.

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

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	65

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of Melrose High School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce Composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	57
Teaching Staff: Full Time Equivalent Permanent	44.30
Teaching Staff: Full Time Equivalent Temporary	12.00
Non Teaching Staff: Head Count	18
Non Teaching Staff: Full Time Equivalent	15.93

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are three Aboriginal and Torres Strait Islander staff members at this school.

## School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

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 2018. 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 2017 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 2017, 82% of parents and carers, 79% of staff, and 74% 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.

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

National opinion item	
Teachers at this school expect students to do their best.	87
Teachers at this school provide students with useful feedback about their school work.	79
Teachers at this school treat students fairly.	84
This school is well maintained.	82
Students feel safe at this school.	92
Students at this school can talk to their teachers about their concerns.	90
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	46
Students like being at this school.	71
This school looks for ways to improve.	95



This school takes staff opinions seriously.	61
Teachers at this school motivate students to learn.	82
Students' learning needs are being met at this school.	71
This school works with parents to support students' learning.	79
I receive useful feedback about my work at this school.	51
Staff are well supported at this school.	64

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 108 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.	90
Teachers at this school provide my child with useful feedback about his/her school work.	80
Teachers at this school treat students fairly.	82
This school is well maintained.	79
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	72
My child likes being at this school.	81
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	76

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 531 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years <5 to 6/ 5 to 10/ 7 to 10/ 11 to 12>> in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	90
My teachers provide me with useful feedback about my school work.	63
Teachers at my school treat students fairly.	50
My school is well maintained.	46
I feel safe at my school.	61
I can talk to my teachers about my concerns.	49

Student behaviour is well managed at my school.	31
I like being at my school.	61
My school looks for ways to improve.	73
My school takes students' opinions seriously.	48
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	70

Source: 2017 School Satisfaction Surveys, August/September 2017

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

### 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, punctuation, and numeracy.

In 2017, 1.00 % of year 7 students and 3.00 % 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 2017 mean scores achieved by our students compared to the ACT.

**Table: Melrose High School 2017 NAPLAN Mean Scores**

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	547	554	592	590
Writing	504	512	558	550
Spelling	545	541	581	582
Grammar & Punctuation	538	545	577	580
Numeracy	544	552	586	591

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 in evidence again in 2017. 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.

## 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	416809.61	403851.80	820661.41
Voluntary contributions	1820.00	4625.00	6445.00
Contributions & donations	5535.00	740.00	6275.00
Subject contributions	20067.00	21983.00	42050.00
External income (including community use)	13235.61	19849.05	33084.66
Proceeds from sale of assets	9794.36	900.00	10694.36
Bank Interest	11445.18	12097.75	23542.93
<b>TOTAL INCOME</b>	<b>478706.76</b>	<b>464046.60</b>	<b>942753.36</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	116636.03	117789.10	234425.13
Cleaning	90360.07	118590.81	208950.88
Security	1402.48	2175.51	3577.99
Maintenance	159837.25	61218.56	221055.81
Administration	8182.19	12894.12	21076.31
Staffing	2548.12	4484.36	7032.48
Communication	9578.24	7882.52	17460.76
Assets	114195.51	14771.53	128967.04
Leases	0.00	0.00	0.00
General office expenditure	6033.18	7459.19	13492.37
Educational	20691.25	7466.82	28158.07
Subject consumables	26903.12	26449.96	53353.08
<b>TOTAL EXPENDITURE</b>	<b>556367.44</b>	<b>381182.48</b>	<b>937549.92</b>
<b>OPERATING RESULT</b>	<b>-77660.68</b>	<b>82864.12</b>	<b>5203.44</b>
<b>Actual Accumulated Funds</b>	<b>306320.31</b>	<b>472661.12</b>	<b>562661.12</b>
Outstanding commitments (minus)	-20533.52	0.00	-20533.52
<b>BALANCE</b>	<b>208126.11</b>	<b>555525.24</b>	<b>547331.04</b>

## Professional Learning

Teacher Professional Learning funds (6001PL00)	\$14,071
Principal Professional Learning funds (6001PL00)	\$1000
School funds allocated to professional learning (3760TEA00)	\$8116
Travel	\$0
Leadership Colloquium	\$24,792.73
CRS Days that have a B Code (38.50)	\$19,635
CRS Days that have a D Code (36.75)	\$18,742.50
Estimated days as inbuilt relief for PL (37)	\$7350
Total	\$93,707.23
FTE teachers	54
Total per teacher	\$1735.31

The average professional learning expenditure at the school level per full time equivalent teacher was \$1735.31

## 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 2017.

Overall voluntary contributions including subject contributions totalled \$54,770 for 2017

## Reserves

Name and Purpose	Amount	Expected Completion
IT Renewable program- updating the computer labs used for IT specific curriculum.	\$30,000	2019
Big Picture	\$10,000	2019
Sustainability Courtyard	\$15,000	2019
Whole School Upgrade- colour scheme and facade	\$15,000	2027
21 <sup>st</sup> Century classrooms- Lee Crockett	\$10,000	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	2019
Lead teacher – school funded projects by leading teachers	\$5,000	2019
	\$145,000	



## Endorsement Page

---

### Members of the School Board

**Parent Representative(s):** Crystal Mahon Craig Jones Paul House

**Community Representative(s):**

**Teacher Representative(s):** Ben Duggan Alison Inskeep

**Student Representative(s):** Georgia Hollis

**Board Chair:** Stuart McKellar  
(atg.)

**Principal:** Simon Vaughan

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

Board Chair Signature: S. McKellar Date: 15 / 5 / 2018

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 2017.

Principal Signature: SV Date: 15 / 5 / 18