



Belconnen High School Board Report 2013



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is blch.act.edu.au.

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About our school

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 & 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, a Youth Support Worker 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, 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 connect and engage students to the school and their learning. Amongst these is a highly successful program that caters for students with a diagnosis of high functioning Autism Spectrum Disorder (ASD), in particular Asperger's Syndrome, that 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 Information

Student enrolment

In 2013 there were a total of 387 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	210
Female	177
Indigenous	9
LBOTE	83

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013.

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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
7	92.1
8	86.4
9	88.1
10	88.0

Source: Planning and Performance

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

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	62

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	10
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	7
Teachers	27
TOTAL	47

Source: Workforce Management

Note: This table includes pre-school staffing

There are 0 indigenous staff at this school.

Volunteers

A Total of 420 hours of work was volunteered in 2013.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Belconnen High School will be validated in 2014. A copy of the last 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 2013 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 2013, 75% of parents and carers, 82% of staff, and 54% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	81
Teachers at this school provide my child with useful feedback about his or her	64
Teachers at this school treat students fairly.	81
This school is well maintained.	72
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	64
My child likes being at this school.	68
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	59
My child is making good progress at this school.	72
My child's learning needs are being met at this school.	64
This school works with me to support my child's learning.	65

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	82
My teachers provide me with useful feedback about my school work.	53
Teachers at my school treat students fairly.	39
My school is well maintained.	35
I feel safe at my school.	51
I can talk to my teachers about my concerns.	39
Student behaviour is well managed at my school.	22
I like being at my school.	43
My school looks for ways to improve.	65
My school takes students' opinions seriously.	41
My teachers motivate me to learn.	51
My school gives me opportunities to do interesting things.	55

Source: 2013 School Satisfaction Surveys, August/September 2013

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 at blch.act.edu.au

Professional Learning

In 2013, the teaching staff undertook professional learning in two areas. The first was the workshopping of successful strategies for improving the school's pastoral care procedures and in particular the introduction of a student organiser and resource material. This professional learning was conducted by the School's Pastoral Care Officer. The second was a whole staff, including Administration Staff, workshop entitled "Team Teach" to develop common and consistent student management strategies.

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 2013, 3% of year 7 students and 0.9% of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Belconnen High School 2013 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	530	562	571	601
Writing	498	527	519	570
Spelling	530	555	561	590
Grammar & Punctuation	518	552	558	596
Numeracy	512	552	558	600

Source: Planning and Performance December 2013

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 sporting competitions, in particular ACT champions for the years 7&8 Rugby League.

Progress against School Priorities in 2013

Priority 1

Build Staff Capacity to improve Student Outcomes

Targets

Increases in year 7 student results in diagnostic testing and moderated assessment tasks in both English and Maths

All staff focusing on fundamental teaching strategies

Professional learning plan developed

School improvement domains covered with this priority

Teaching and Learning Leading and Managing

Progress

Literacy and Numeracy

The writing focus across the school continued from 2012 with noticeable improvements in the quality of written work submitted by students across all subject areas. An analysis of the grammatical skills used in the assessment items submitted by year 7 students indicated a significant improvement in these skills. This improvement has been attributed to the introduction of a Grammar Skills practice book to use as a practice tool at home achieved. The use of the book will continue next year.

The trialled use of Ipads for a year 8 English class across the five High Schools in the Belconnen Network produced mixed results and is still being assessed. Belconnen HS will continue their use for students. The Unit outlines in English are consistently aligned to the student outcomes which have made expectations for staff, students and parents much clearer.

The introduction of Australian Curriculum has continued this year and is now close to completion for the areas of maths and science. The introduction of non-streamed maths classes to year 7 has proved a huge success, most notably, the increase in student confidence in learning mathematics.

Maths online was introduced as a homework practice tool and proved successful for the majority of students. This is why a year 7 homework book was not introduced in maths as it was in English.

Other initiatives such as the Numeracy coordinator role integrated with the School Leader C's (SLC) role and the collaborative Maths Lab with Hawker College were successful and will continue.

Staff Capacity Building

Coaching with executive staff to build their capacity as Instructional Leaders has proved to be a highly successful strategy and can be directly linked to the outcomes of the focus on the mentoring of fundamental teaching strategies for teachers. The focus led to students being more settled in the school in general and more able to focus on their learning. Other major contributors were strategies adopted such as the continued use of the semester (unit) planners for all teachers; linked to their professional pathways and to the Staff professional learning (PL) in January on Team Teach Strategies. The focus on the assessment and reporting procedures also proved vital and will remain a focus in 2014.

Introduction of SLC Professional Practice was delayed by the selection process and will remain a priority for 2014.

Study Skills Book

The Study Skills book was published and supplied to all staff and students including the year 6 and 5 students in feeder primary schools. The continued PL for staff in Teaching and Learning meetings was important as was the moderation of assessment tasks to align with

the book. Evidence suggests the book is valued by staff, students and parents. A second edition of the book is planned for 2014.

Priority 2

Build a positive school culture

Targets

Australian National University (ANU) School Climate data continuing to trend upwards for school identity and pride

Positive trends achieved for the attendance, suspension and student results data for students in the STEPS program (a school based program targeting student engagement)

School Uniform introduced

School improvement domains covered with this priority

Student Environment Leading and Managing

Progress

The ANU School Climate data continued to trend upwards for school identity and pride with direct correlations made by the researchers to the following strategies.

1. Clear and consistent messages given to staff, students and parents through the Student Welfare policy.
2. Reinforced School-wide Taboos and the set of standard classroom rules.
3. The evolution of the STEPS program to cater for more students and to focus on success and their connection to the school. This was achieved by the provision of a better room and resources. Positive trends achieved for the attendance, suspension and student results data for students in the STEPS program far exceeded expectations. This program will continue to evolve in 2014.
4. The introduction of changes to Graduation and House System i.e. all year groups to graduate. Both students and parents have described these changes to be fairer and more motivating for students.
5. Strategies for staff such as the PL for Pastoral Care and the scripts for staff to contact all parents at the start of the year have significantly increased community confidence.
6. The introduction of a new uniform.
7. Refocusing the student rewards at the school ceremonies.
8. Re-instituting School Captains did increase the leadership focus for year 10 students.

An analysis of data that correlates to increased levels of engagement for students was undertaken and clearly shows both increased and stable levels of student attendance, reduced incidents of suspension and improved student results in the STEPS program.

The development and introduction of the "Get Sorted" Handbook and the student organisation skills included into CARE program has proved a valuable resource for students and will continue with a second edition in 2014.

The targeted Professional Learning and coaching for executive staff was again pivotal to the success of the priority, as was the continue focus on renewed facilities for staff and students.

Priority 3

To build a stable community-based school

Targets

Increase student numbers from local Primary schools

Increased parental involvement at the Parent Forums

School improvement domains covered with this priority

Community Involvement

Leading and Managing

Progress

Student Enrolments for the year 7 2014 have significantly increased. This increase is predominantly from our local area primary schools. It can be directly linked to improvements made in school marketing events such as Open Night and year 7 information night and a letterbox drop of a new marketing flyer. Another significant contributing factor was the formation of stronger links to the primary schools (Hawker, Weetangera & Florey) through the introduced strategies of:

- maths and science extension program for all primary schools
- host primary school staff meetings at BHS that included a presentation on the direction of the high school
- executive staff involved more at primary schools
- students and staff more involved at primary schools
- supplying the Study Skills books to year 5&6 students
- inclusion of primary school students at our assemblies

The public abolishment of the “Hawker Collegiate” (Alignment of Hawker PS, Belconnen HS and Hawker College, a 2020 strategy) and replacing it with the inclusive network and cluster model has proved highly successful. As did the establishment of Parent Forums as a way for the P&C to connect parents more closely with the school.

Planning has now commenced for the school refurbishment to begin in 2014.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 802.00

Voluntary contributions

This school received \$13,400.00 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
Additional Education Provision	\$5,000	2014

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	541,212
Voluntary contributions	13400
Contributions & donations	8949
Subject contributions	16852
External income (including community use)	18650
Proceeds from sale of assets	55
Bank Interest	7186
TOTAL INCOME	606304
EXPENDITURE	
Utilities and general overheads	197967
Cleaning	193681
Security	9389
Maintenance	83325
Mandatory Maintenance	0
Administration	24720
Staffing	0
Communication	16331
Assets	9060
Leases	0
General office expenditure	23971
Educational	33555
Subject consumables	8916
TOTAL EXPENDITURE	600915
OPERATING RESULT	5389
Actual Accumulated Funds	65006
Outstanding commitments (mi	5982
BALANCE	64413

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 Representatives: Ashok Krishnan, Carolyn Fisher

Community Representative

Teacher Representatives Imogen Byrne, Erin Bowring

Student Representatives: Kevin Kein, Chloe Scheffler

Board Chair: Rebekah Gupte

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 this year.

Principal Signature: 

Date: 3/3/14

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

Board Chair Signature: 

Date: 5/3/14.