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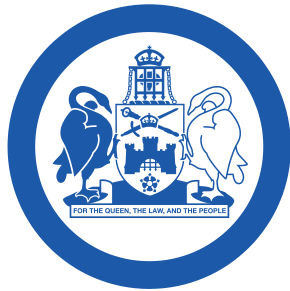
Calwell High School

Board Report

2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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

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Calwell High School

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About our school

Introduction to School

Calwell High School is a comprehensive, coeducational school in the southern part of the Tuggeranong Valley, providing quality education to students in years 7 to 10. Since 2013 the school has been engaged in an exciting change agenda to deliver improvements in the physical and educational environment of the school. Opportunities were identified to improve the educational outcomes for every student with a focus on:

- Curriculum restructure to ensure all students have full access to the content of the Australian curriculum
- The introduction of differentiated learning to ensure the needs of all students are addressed in their learning
- A review of the values which underpin and drive school culture and
- A strong focus on increasing student voice in the governance and the way learning is delivered in classes.

Student Information

Student enrolment

In 2014 there was a total of 372 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	200
Female	172
Indigenous	28
LBOTE	52

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 2.

The school population reflects the demographics of the enrolment area. There is significant diversity in household incomes and employment. Enhancements to learning through excursions, camps and extra-curricular programs can present financial challenges for some families. The school has made provision for this to ensure every student's educational entitlement is met through careful budgetary and resource planning.

Table: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
7	89.5
8	85.6
9	83.2
10	82.8

Source: Planning and Performance, July 2014

Learning is optimal when student attendance is high. At Calwell High School attendance is monitored closely every day and every lesson through an effective tracking system. Student absenteeism data is regularly analysed and interventions through our Aspire Student Wellbeing model are a feature of the school's work. Creating a school environment where every student feels they belong is a central feature of our approach.

Student absenteeism can be due to a range of factors such as sickness, changes in family circumstances but also, can indicate a lack of engagement in schooling. The latter has informed the actions the school is taking in the areas of curriculum delivery, school culture and student voice.

Where there is a pattern of non-attendance emerging, the Aspire team counsels students and works in partnership with the student's family or carers to affect improvements in attendance.

The cohort with the lowest attendance rate was year 10 and they became a particular focus throughout the year. Through a range of initiatives such as our Quest Leadership program and our Boys' program, we consistently affirmed year 10 students as leaders and role models to other year groups. Year 10 students identified 'at risk' were counselled each term to encourage regular attendance and high achievement as they concluded their junior secondary program. By term 4, many of these students were congratulated for their significant improvements in their attendance and achievement.

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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	67

Source: School Data, December 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	13
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	1
School Leader C	8
Teachers	24
TOTAL	49

Source: Workforce Management, August census 2014

There is one indigenous staff member at this school.

Volunteers

We welcome the involvement of volunteers in our school. Throughout 2014 volunteers contributed to our school in the areas of Mathematics, The Arts, P.E., SoSE, student wellbeing, cyber safety, environmental science and forensics. We are fortunate to have a part-time university student currently studying to become a teacher who volunteers to support our students each week. In total 275 hours were volunteered in our school.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Calwell High School was validated in 2014. A copy of the 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 63 parents, 28 staff and 223 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 76% of parents and carers, 75% of staff, and 59% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	63
Teachers at this school treat students fairly.	71
This school is well maintained.	84
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	81
Student behaviour is well managed at this school.	46
My child likes being at this school.	81
This school looks for ways to improve.	78

This school takes parents' opinions seriously.	59
Teachers at this school motivate my child to learn.	65
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	68
This school works with me to support my child's learning.	62

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	80
My teachers provide me with useful feedback about my school work.	54
Teachers at my school treat students fairly.	42
My school is well maintained.	35
I feel safe at my school.	47
I can talk to my teachers about my concerns.	44
Student behaviour is well managed at my school.	24
I like being at my school.	47
My school looks for ways to improve.	65
My school takes students' opinions seriously.	38
My teachers motivate me to learn.	55
My school gives me opportunities to do interesting things.	58

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

The annual School Satisfaction Survey data strongly informs our actions to improve the school culture and the achievement of our students. The results are considered with other data sets covering community demographics; student academic achievement; NAPLAN results; attendance rates; and student wellbeing.

In 2014, the data identified opportunities to further enhance student outcomes and resulted in actions to strengthen our commitment to differentiated learning; enhance classroom practice; and timetabling. Promoting student voice was strongly resourced through social media such as Facebook, YouTube, Twitter; Schoolzine – our online newsletter and communication package; Instagram and whole school meetings held each term.

The whole school meetings held each term have become embedded in the culture of the school. Using social media, students determine the agenda and the meeting gives all

students opportunities to express their ideas and concerns; ask questions and make suggestions about the direction of the school.

The introduction of a detailed weekly staff bulletin has improved the quality, accuracy and consistency of communication. Meeting structures were refined to enhance the frequency and consistency of our focus on analysing student achievement and developing strategies to increase student achievement.

As a result, more students have indicated they feel they are listened to and have clear channels to communicate their needs and concerns. Staff are more explicitly supported by the leadership team and feel affirmed in their roles. They have indicated increased confidence in line management processes and access to the senior leadership to voice their ideas and issues.

Student achievement is promoted and celebrated in our school community through Schoolzine, our online school newsletter and communication package and the introduction of 'Congratulations postcards'. These postcards are mailed home by staff to recognize the positive contribution and achievement of students. Feedback from parents and carers has been positive. The activities of our school are now being accessed across Australia and internationally as family relatives and friends can follow the progress of Calwell students at anytime from anywhere in the world.

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 calwellhs.act.edu.au

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Professional Learning

Professional learning is aligned to system, network and school priorities described in our Annual Operating Plan, Faculty Action Plans and staff Professional Pathways Plans. Staff engaged in professional learning in:

- student literacy and numeracy development, specifically in the areas of writing and mental computations
- assessment and reporting, with a particular focus on formative assessment
- enhancing student wellbeing through trauma awareness training, restorative practices, promoting positive behaviours
- NAPLAN data analysis to inform specific actions in curriculum programming and teaching strategies
- implementation of the Australian Curriculum Achievement Standards

- differentiated learning to ensure the learning needs of every student are attended to in lessons
- using information technologies to engage students and improve student learning
- leadership development to support whole school improvement.

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 2014, 2.50 % of year 7 students and 0.00 % 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Calwell High School 2014 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	498	569	543	600
Writing	439	524	481	559
Spelling	495	554	541	591
Grammar & Punctuation	479	566	530	591
Numeracy	495	559	541	598

Source: Performance and Planning December 2014

The school continues to give priority to improving student literacy and numeracy. The NAPLAN data indicates more consistent results in numeracy than literacy when compared to the ACT means. Year 7 numeracy has remained consistent with 2013 data. Year 9 numeracy is trending upwards from last year and the difference between school and ACT means has narrowed compared with 2013.

School performance against the Education and Training Directorate targets for 2014 indicates Calwell High School was within seven points of the year 7 Numeracy target and within nine points of the year 9 target when taking the confidence intervals into account.

Overall, NAPLAN literacy results in both year 7 and year 9 require more targeted intervention as we move into 2015. Improving results in reading and writing will remain the focus for all staff. In response to our analysis of the 2014 results, a new literacy plan for 2015-16 has been developed. The plan will focus on:

- targeting year7 students
- teacher classroom practice
- professional development and in-class coaching for teachers
- developing a range of reading strategies and skills
- specific differentiated instruction
- follow up across all subject areas
- regular use of formative assessment to guide learning
- frequent opportunities to practice reading
- regular use of information technologies for individualised programs.

Performance in other areas of the curriculum

In 2014, the whole school focus on differentiated learning and formative assessment was consolidated. Analysis of student A-E grades for academic achievement for the 12 months showed outstanding growth with an averaged 20% improvement in student achievement grades across years 7-10. To a large extent this improvement has occurred as a result of every teacher's focus on differentiating learning to meet the needs of all students.

In the physical education (PE) and health learning area, students in years 7 to 10 were offered a range of electives within the PE curriculum structure. All elective choices ensured students accessed the same health outcomes. In addition to a core program in PE, students in years 7 and 8 were offered two elective options: dance and PE; and students in years 9 and 10 were offered dance, CORE PE, and football codes.

Calwell also successfully participated in a range of inter-school sports competition such as rugby league, rugby, futsal, soccer, basketball, badminton, cricket, oz-tag, and touch.

2014 was the first year student achievement was fully assessed using the Australian Curriculum Achievement Standards in history. Assessments were trialled and evaluated for the draft geography curriculum. Calwell was nominated to participate in the ACARA draft civics and citizenship curriculum trial which was delivered to students in years 7 and 8. This was a great opportunity to have direct input into the development of the new curriculum and has positioned our students well for success in the future in this learning area.

In mathematics, focus on differentiation and formative assessment introduced in 2013 was further embedded across all cohorts enabling students, parents and carers to closely monitor progress against each of the learning outcomes. To support this focus online mathematics has been introduced to enable students to self-pace their learning. In supporting year 10 transition, staff worked collaboratively with college maths teachers to ensure strong alignment of curriculum and learning for students as they transitioned to college. Feedback from the colleges indicated students were better prepared to engage with tertiary maths courses.

Throughout 2014, the English staff consolidated their work on the implementation of the Australian Curriculum which is now fully embedded across all year cohorts. All assessment

and course content is fully aligned to the new curriculum. Units of study are designed to differentiate learning for all students. Assessment focuses strongly on using formative approaches and this has enabled teachers to specifically target the needs of students. The elective unit model introduced this year for students in years 9 and 10 has been highly successful providing extension courses for gifted and talented students as well as ensuring provision for students who need additional support. As a result, student engagement has increased and is reflected in improved student attendance rates in English and most significantly, increased student achievement.

In 2014 the science faculty continued its focus on inquiry based learning through its engagement in hands on learning activities and the CSIRO Creativity in Science and Technology (CREST) program. Students designed and completed their own inquiry based experiments which were entered into the Science Educators Association of the ACT (SEA*ACT) Science Fair. In preparation for this, students developed and delivered mini-Science Fair days at school in term 3. The staff actively promoted science career pathways for students through its partnership with the ANU Science Communications Faculty. Throughout term 2 undergraduates from the faculty provided weekly mentoring, coaching and inspiration about the opportunities a career in science has to offer.

In semester 2 an extension program in science and maths for students in years 9 and 10 was introduced. Students developed their own challenging projects which deepened their interest, knowledge, understanding and skills in maths and science to a high level.

Food technology students continued to engage with a high quality program, developing skills in the preparation of healthy meals and in catering for a wide range of school-wide hospitality events. The completion of our two commercial kitchens and café has provided the facility to deliver Certificate 1 in Hospitality. Students are now able to develop industry standard skills in the preparation and service of coffee and food.

Calwell High School's reputation in the Performing Arts continued to strengthen in 2014 in the areas of dance, music and drama.

Band students and Floriade

Drama students performed in Bell Shakespeare, photography and film students were represented at the Limelight short film festival, and the Limelight Art exhibition. The Arts are well represented in Calwell's new social media Facebook page with regular updates of news, events and exciting work samples.

Progress against School Priorities in 2014

Priority 1

Improve literacy and numeracy outcomes

Targets

Improve writing results to reach ACT mean for NAPLAN

Develop consistent school-wide practices in written assessments

Meet ACT targets for all NAPLAN scores for Aboriginal and Torres Strait Islander students

School improvement domains covered with this priority

Teaching and Learning, Leading and Managing, Student Engagement

Progress

Improving literacy and numeracy outcomes for all students remained a key focus for the school throughout 2014. The NAPLAN analysis indicated this remains an area for ongoing improvement.

Specific actions to improve results included:

- Whole school professional development on writing for all teaching staff
- Targeted support for each faculty and individual teachers to identify subject specific literacy demands
- Every teacher provided data on students requiring additional support in writing
- Writing mandated as a priority in teachers' Professional Pathways plans
- Students sitting NAPLAN provided orientation to the testing through English and Maths lessons
- Written assessments reviewed in all learning areas and writing scaffolds incorporated into these tasks
- An Indigenous Learning Support Assistant recruited to support Indigenous students with literacy in targeted classes
- Professional Learning Communities focus on writing
- A literacy 'champion' identified in each faculty to ensure literacy is profiled in curriculum planning and delivery
- Writing handbook on website and G drive. Class set for every faculty. Handbook referenced in teaching programs
- PLC groups explore writing tasks, lesson observations and research on writing.

The External Validation panel was asked to provide recommendations about improvements in literacy and numeracy. In consultation with the school leadership, a new model for intervention has been developed for 2015. An external consultant in literacy has been engaged to work specifically with key classroom teachers and a new Literacy Support Team established which will ensure more comprehensive support is delivered to all staff.

As a result of our actions to improve our literacy and numeracy results the following progress was made towards achieving our targets:

- Faculty programs include scaffolds and strategies for staff to address writing requirements in assessments
 - Staff identify planning in their lessons to support writing tasks
 - Teacher lesson observations identify staff incorporating literacy strategies in their classroom practice.
1. With respect of our target to improve the NAPLAN writing results to reach the ACT mean the table below shows this was not achieved in either year 7 or 9 so this will remain a focus for 2015

Table: NAPLAN Writing Result Targets for 2014

NAPLAN Writing	2013	2014	2014 ACT Writing Mean	Target achieved
7	483.5	439.3	523.6	No
9	488.9	481.4	559.1	No

Source: SMART data 2014

2. We also set out to develop consistent school-wide practices in written assessments. Written assessments now incorporate writing scaffolds and teachers are now providing explicit teaching in classes with extended written tasks.
3. Due to the fact that the number of Aboriginal and Torres Strait Islander students participating in NAPLAN at year 7 and 9 was below the reporting threshold we cannot report directly against this target.

Priority 2

Develop a personalised learning framework to improve student engagement and outcomes

Targets

By the end of 2014 achieve:

- an increase of 10% points in the percentage of students attending school relative to their year level from the 2013 data of 75%
- an increase of 20% points in the percentage of students attending class from the 2013 data of 60%
- achieve a 20% point decrease in the number of recorded behaviour management referrals from the 2013 figure of 1776
- an increase of 20% points in the percentage of students achieving a C grade or above in all test areas, relative to their year level, from the 2013 figures.

School improvement domains covered with this priority

Teaching and Learning, Student Engagement, Leading and Managing

Progress

Differentiated learning and formative assessment continued to be school priorities throughout 2014. Professional Learning Communities (PLCs) were established to enable staff to focus more effectively on:

- The individual learning needs of all students and achieve improved outcomes for their students
- Apply current research on best practice in student learning to their practice
- Analyze student achievement data to identify areas for further improvement
- Observe each other's teaching and apply these ideas and strategies to their classroom practice.

PLCs comprised groups of six teachers from different learning areas and stages of teaching. They met every three weeks and professional learning was delivered in house and externally at the faculty and whole school levels throughout the year. Executive staff regularly observed lessons and provided feedback to teachers on their practice.

As a result of these innovations, semester report data on academic achievement showed an upward trend in grades in most cohorts. Most notable was the increase in students achieving 'C' and 'B' grades, with a corresponding reduction in students receiving 'D' and 'E' grades.

Table: Percentage of students achieving A-E Grades 2013-2014

Year	A Grades 2013	A Grades 2014	B Grades 2013	B Grades 2014	C Grades 2013	C Grades 2014	D Grades 2013	D Grades 2014	E Grades 2013	E Grades 2014
7	11	5	17	23	46	48	22	21	4	3
8	9	6	17	21	44	53	25	23	5	3
9	7	7	17	21	43	41	25	24	8	7
10	13	9	24	20	42	41	16	25	4	5

Source: School Data, December 2014

Encouraged by the overall improvement in student achievement in 2013 using differentiated learning and formative assessment, students who were in the Apollo extension program were integrated into mainstream classes. Achievement data on these students was evaluated in 2014 showing 98% of these students maintained or improved their achievement under the differentiated model of learning.

Absentee rates decreased across the school in 2014 by 12%, compared with the same period in 2013. Although rates are still unacceptably high, the downward trend is encouraging. This data will remain a key indicator for continuous improvement in 2015. Anecdotal feedback from staff and students indicates the increased focus on pedagogy and student voice has had a positive impact on attendance and therefore engagement.

Boys continue to be overrepresented in suspension data: 82% in 2013 and 67% in 2014. This will inform our planning in 2015 to reduce our suspension rates as well as the percentage of boys suspended.

Behaviour management reports decreased from 1776 in 2013 to 1089 in 2014. This is a 39% reduction in 12 months which confirms the work on personalised learning has improved teacher student relationships and in particular, students are more engaged in learning because they are experiencing success in a very supportive environment.

Staff evaluations completed in August indicated overwhelming support for differentiation and formative assessment. Most importantly, the professional learning delivered throughout the year was reported by staff as a key element in their increased capacity to deliver personalized learning for their students. This was also acknowledged in the commendations in the school's External Validation report.

The implementation of the Australian Curriculum continued in 2014 in line with the Education and Training Directorate's timeline. By the end of the year, all faculty learning areas were either planning for the next phase of the Australian Curriculum or delivering courses already approved by Australian Curriculum Assessment and Reporting Authority (ACARA). The restructuring of the school curriculum in 2013 provided an effective platform for the rollout of the subsequent phases of the Australian Curriculum. This ensured the school was able to provide access to the full Australian Curriculum Achievement Standards for every student.

In 2014, the objectives of the *It's Your Move* (IYM) longitudinal project in partnership with Deakin University and the Directorate's Excellence and Enterprise initiative continued to inform the curriculum decisions made across the school. Both of these initiatives are designed to ensure the health and wellbeing of students is addressed in all learning areas. In designing and delivering courses, each faculty incorporated health and wellbeing elements into their programs. This significantly increased awareness of staff and students about the benefits of a healthy and active lifestyle.

Priority 3

Calwell will be the school of first choice for the community

Targets

- Establish a values driven framework for cultural change
- Strengthen existing and establish new processes for engaging student voice
- Strengthen community partnerships to build the profile, success and reputation of the school
- Strengthen partnerships with cluster schools and the Tuggeranong network
- Improve the physical environment to enhance student identity and engagement

School improvement domains covered with this priority

Student Engagement, Leading and Managing, Community Engagement

Progress

The development of new school values was a major achievement in 2014. By the end of the year, this work was completed ready for implementation on Day 1 of 2015. Students, staff and parents/carers were invited to identify a set of values that reflected the school's priorities. Priority was given to the ideas put forward by the students and in term 4 a student vote enabled the school to settle on four new values: *Achievement, Self-discipline, Courage and Respect*. To affect a stronger positive culture in the school and assist the

implementation of the values, a positive behaviours framework has been developed, characterised by the following:

- Values wristbands awarded to students who demonstrate the values. When students achieve all four values they will be awarded a *Values Champion* band, presented by the principal on assembly. Each semester, this achievement will be recognised at the school's Awards ceremony.
- Each value will be aligned to the School house system. New house names will be chosen by the students and will reflect high profile people in the community that demonstrate a particular value.
- Class expectations will be aligned to the new school values and examples of positive behaviours will be publicised throughout the school.
- The school's behaviour management processes have been redesigned to reflect the new school values.
- *Sunsmart* bucket hats printed with the values in house colours have been purchased to provide visual reminders of our values and build house identity for our students.

International research and best practice in secondary education emphasizes the importance of student voice in raising achievement and enhancing school culture. At Calwell High School, this understanding led to specific actions to increase student voice and connection with the school:

- The introduction of whole school meetings at the end of each term. Students determine the agenda throughout the term in their tutor groups and post their ideas using the school's social media. A panel is formed based on the agenda items and the meeting is chaired by one of the students. Students are also encouraged to ask questions during the meeting and commitments are made and delivered following the meeting and reported at assemblies the following term.
- Following the school's External Validation in term 2, the school meeting provided the students the opportunity to identify the priorities for the development of the school's next four year Strategic Plan. This was a powerful demonstration of student voice in action.
- Throughout 2014, significant capital works occurred and students were given opportunities to have their input into the decisions about their school environment. This included decisions about the new colour scheme for the school and classroom refurbishment designs

The commitment to student voice has coincided with a corresponding reduction in school behaviour issues, vandalism and truancy. It is reasonable to conclude that as students increased their sense of belonging at school and were provided real opportunities to have their say, a more positive school culture has developed.

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 \$540.66.

Voluntary contributions

This school received \$2447.50 in voluntary contributions in 2014. 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 2014.

Reserves

Name and purpose	Amount	Expected Completion
Ricoh colour printer	\$8000.00	March 2015

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	446547.3
Voluntary contributions	2447.5
Contributions & donations	
Subject contributions	5671.56
External income (including community use)	9548.17
Proceeds from sale of assets	
Bank Interest	11596.54
TOTAL INCOME	475811
EXPENDITURE	
Utilities and general overheads	126118.4
Cleaning	141752.3
Security	559.72
Maintenance	40470.17
Mandatory Maintenance	
Administration	22141.41
Staffing	8006.82
Communication	24815.67
Assets	28486.45
Leases	2197.48
General office expenditure	27120.92
Educational	22010.59
Subject consumables	16543.19
TOTAL EXPENDITURE	460493.2
OPERATING RESULT	15317.85
Actual Accumulated Funds	91790.3
Outstanding commitments (m	1700
BALANCE	105408.2

Endorsement Page

I declare that the Calwell 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:	Louise Wilson
Community Representative	N/A
Teacher Representative	Matthew Eyles; Rosie Phillips
Student Representative:	Kirralee-Rose Schofield; Shayne Larke
Board Chair:	Courtney Mattick
Principal:	Bruce McCourt

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: 27.5.2016

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

Board Chair Signature: _____

Date: 27/05/2016