



# Belconnen High School

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## Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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# Contents

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|  |                                     |
|--|-------------------------------------|
| Reporting to the community.....                        | 1                                   |
| Summary of School Board activity .....                 | 1                                   |
| School Context .....                                   | 1                                   |
| Student Information .....                              | 2                                   |
| Student enrolment.....                                 | 2                                   |
| Student attendance .....                               | 2                                   |
| Supporting attendance and managing non-attendance..... | 3                                   |
| Staff Information.....                                 | 3                                   |
| Teacher qualifications.....                            | 3                                   |
| Workforce composition .....                            | 3                                   |
| School Review and Development .....                    | 4                                   |
| School Satisfaction .....                              | 4                                   |
| Overall Satisfaction .....                             | 4                                   |
| Learning and Assessment .....                          | 6                                   |
| Performance in Literacy and Numeracy .....             | <b>Error! Bookmark not defined.</b> |
| Early years assessment .....                           | <b>Error! Bookmark not defined.</b> |
| NAPLAN .....   | <b>Error! Bookmark not defined.</b> |
| Outcomes for College Students .....                    | <b>Error! Bookmark not defined.</b> |
| Post School Destination .....                          | <b>Error! Bookmark not defined.</b> |
| Financial Summary .....                                | 7                                   |
| Voluntary Contributions .....                          | 8                                   |
| Reserves .....   | 8                                   |
| Endorsement Page .....                                 | 9                                   |
| Members of the School Board .....                      | 9                                   |

## Reporting to the community

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School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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The Board is pleased that the school modernisation project is complete and would like to commend staff and students for their adaptability to the changing schedules and plans over the year as the work was finalised. It has also been exciting during the start of 2019 to see staff and students explore new teaching and learning experiences facilitated by the new environment. The Board was also proud to support the development of the Connecting to Country course. It continues to attract professional attention and has had a positive impact on our students and school community. Another year of increased enrolments demonstrates the increasing community interest and support for the school. We look forward to continuing to see the positive impacts from these changes.

## School Context

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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 and 12) in the local area. This year our school has again experienced enrolment growth in our Year 7 cohort.

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. The P&C also provide the service of a second-hand uniform shop for the school community.

Pastoral care is an integral part of the school staffed by our Student Services Co-ordinator, School Community Co-ordinator, year group Co-ordinators, School Psychologist 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 comprehensive curriculum that is structured around the Key Learning Areas of English, Mathematics, Science, Studies of Society Environment (SoSE), Physical Education, the Arts,

Technology and Languages other than English (LOTE). The school has a new Language program called “Connecting to Country”. The course focuses on the indigenous languages of our local area.

Students are extended and challenged through the highly successful enrichment program (PEP) in the areas of English, Mathematics, SoSE and Physical Education. The school now offers students the opportunity to study Vocational Education and Training courses in the areas of Hospitality and Building and Construction and may begin an Australian School Based Apprenticeship (ASBA).

Complementary to the traditional curriculum the school runs a number of targeted programs designed to engage and connect students to the school and their learning. Amongst these is a highly successful program that caters for students with a diagnosis of Autism Spectrum Disorder (ASD). This program 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 2018 there were a total of 435 students enrolled at this school.

**Table: 2018 Student enrolment**

| Student type                          | Number of students |
|---------------------------------------|--------------------|
| Male                                  | 230                |
| Female                                | 205                |
| Aboriginal and Torres Strait Islander | 14                 |
| LBOTE*                                | 81                 |

\*Language Background Other Than English  
Source: Analytics and Evaluation, December 2018

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

| Year level | Attendance rate |
|------------|-----------------|
| 7          | 88.0            |
| 8          | 86.0            |
| 9          | 85.0            |

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

| Staff employment category                      | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 32.00 |
| Teaching Staff: Full Time Equivalent Temporary | 6.00  |
| Non Teaching Staff: Full Time Equivalent       | 11.03 |

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. 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.

Our school will be reviewed in 2019. A copy of the most recent validation report can be found on our school website.

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 77% of parents and carers, 85% of staff, and 57% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

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.                | 90 |
| Teachers give useful feedback.   | 74 |
| Teachers at this school treat students fairly.                           | 95 |
| This school is well maintained.  | 54 |
| Students feel safe at this school.                                       | 74 |
| Students at this school can talk to their teachers about their concerns. | 95 |
| Parents at this school can talk to teachers about their concerns.        | 95 |
| Student behaviour is well managed at this school.                        | 77 |



|   |    |
|---|----|
| Students like being at this school.                           | 87 |
| This school looks for ways to improve.                        | 91 |
| This school takes staff opinions seriously.                   | 73 |
| Teachers at this school motivate students to learn.           | 84 |
| Students' learning needs are being met at this school.        | 85 |
| This school works with parents to support students' learning. | 84 |
| Staff get quality feedback on their performance               | 54 |
| Staff are well supported at this school.                      | 81 |

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 99 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. | 84 |
| Teachers give useful feedback.                                 | 73 |
| Teachers at this school treat students fairly.                 | 81 |
| This school is well maintained.                                | 83 |
| My child feels safe at this school.                            | 78 |
| I can talk to my child's teachers about my concerns.           | 80 |
| Student behaviour is well managed at this school.              | 63 |
| My child likes being at this school.                           | 79 |
| This school looks for ways to improve.                         | 78 |
| This school takes parents' opinions seriously.                 | 69 |
| Teachers at this school motivate my child to learn.            | 70 |
| My child is making good progress at this school.               | 65 |
| My child's learning needs are being met at this school.        | 70 |
| This school works with me to support my child's learning.      | 72 |

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 266 students responded to the survey. Please note that not all responders answered every question.

**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.         | 86 |
| Teachers give useful feedback.               | 47 |
| Teachers at my school treat students fairly. | 47 |
| My school is well maintained.                | 32 |
| I feel safe at this school.                  | 37 |

|  |    |
|--|----|
| I can talk to my teachers about my concerns.               | 41 |
| Student behaviour is well managed at my school.            | 20 |
| I like being at my school.                                 | 51 |
| My school looks for ways to improve.                       | 67 |
| Staff take students' opinions seriously.                   | 46 |
| My teachers motivate me to learn.                          | 54 |
| My school gives me opportunities to do interesting things. | 53 |

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement Plan) is available on the school website.

## Learning and Assessment

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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 mean scores achieved by students at this school compared to the ACT for this reporting period.

**Table: Belconnen High School 2018 NAPLAN Mean Scores**

| Test Domain           | Year 7 School | Year 7 ACT | Year 9 School | Year 9 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading               | 546           | 549        | 582           | 593        |
| Writing               | 504           | 501        | 522           | 539        |
| Spelling              | 543           | 540        | 573           | 582        |
| Grammar & Punctuation | 553           | 549        | 581           | 592        |
| Numeracy              | 549           | 554        | 576           | 596        |

Source: Analytics and Evaluation

## 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                     | 298510.62           | 309983.42            | 608494.04               |
| Voluntary contributions                   | 10085.00            | 3235.00              | 13320.00                |
| Contributions & donations                 | 4661.78             | 1232.34              | 5894.12                 |
| Subject contributions                     | 9180.00             | 6900.45              | 16080.45                |
| External income (including community use) | 18181.82            | 0.00                 | 18181.82                |
| Proceeds from sale of assets              | 0.00                | 0.00                 | 0.00                    |
| Bank Interest                             | 6570.77             | 7623.23              | 14194.00                |
| <b>TOTAL INCOME</b>                       | <b>347189.99</b>    | <b>328974.44</b>     | <b>676164.43</b>        |
| <b>EXPENDITURE</b>                        |                     |                      |                         |
| Utilities and general overheads           | 55070.97            | 92116.48             | 147187.45               |
| Cleaning                                  | 93297.11            | 71707.67             | 165004.78               |
| Security                                  | 0.00                | 0.00                 | 0.00                    |
| Maintenance                               | 10729.01            | 6439.12              | 17168.13                |
| Administration                            | 17950.20            | 4182.48              | 22132.68                |
| Staffing                                  | 0.00                | 41360.00             | 41360.00                |
| Communication                             | 3099.52             | 3405.93              | 6505.45                 |
| Assets                                    | 15720.91            | 29401.15             | 45122.06                |
| Leases                                    | 0.00                | 0.00                 | 0.00                    |
| General office expenditure                | 33792.67            | 19402.18             | 53194.85                |
| Educational                               | 33519.70            | 48971.35             | 82491.05                |
| Subject consumables                       | 17076.96            | 16685.50             | 33762.46                |
| <b>TOTAL EXPENDITURE</b>                  | <b>280257.05</b>    | <b>333671.86</b>     | <b>613928.91</b>        |
| <b>OPERATING RESULT</b>                   | <b>66932.94</b>     | <b>-4697.42</b>      | <b>62235.52</b>         |
| <b>Actual</b> Accumulated Funds           | 239252.15           | 239252.15            | 239252.15               |
| Outstanding commitments (minus)           | -2111.69            | 0.00                 | -2111.69                |
| <b>BALANCE</b>                            | <b>304073.40</b>    | <b>234554.73</b>     | <b>299375.98</b>        |

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

## Reserves

| <b>Name and Purpose</b> | <b>Amount</b> | <b>Expected Completion</b> |
|-------------------------|---------------|----------------------------|
| Photocopier             | \$8,000       | 2019                       |
| IT Projects             | \$20,000      | 2019                       |
| Facilities Upgrades     | \$50,000      | 2019                       |

## Endorsement Page

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### Members of the School Board

|                                     |                   |                 |                |
|-------------------------------------|-------------------|-----------------|----------------|
| <b>Parent Representative(s):</b>    | Hamish Jones,     | Petrina Olds,   | Nicole Harris. |
| <b>Community Representative(s):</b> | Chandra Khera     |                 |                |
| <b>Teacher Representative(s):</b>   | Janet Cooke,      | Peter Strain.   |                |
| <b>Student Representative(s):</b>   | Bianca Blacksell, | Alex El Cheikh. |                |
| <b>Board Chair:</b>                 | Petrina Olds      |                 |                |
| <b>Principal:</b>                   | David McCarthy    |                 |                |

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

Board Chair Signature: Petrina Olds

Date: 14 / 05 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: David McCarthy

Date: 14 / 05 / 2019