



Melrose High School Board Report 2014



1 Melrose High School Reception and School Facade

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.melrosehs.act.edu.au>.

Inquiries about this publication should be directed to:

Melrose High School

Marr St.

Pearce ACT 2607

General Inquiries:

Telephone (02) 6205 7588

About our school

Introduction to School

Melrose High School (MHS) attracts a very broad composition of students from the local, national and international communities. Historically just over 70% of students enrol from outside the Priority Enrolment Area. This includes students from up to 50 nationalities, living in 52 suburbs and previously attending 35 different primary settings. MHS is a community of diverse learners who are supported as individuals in their academic, social, sporting and cultural pursuits. The school is positioning itself as a modern, 21st century learning environment both educationally and technologically. We are proud to be a school of choice for many Aboriginal and Torres Strait Islander families with a large number of students attending Melrose High School.

Student Information

Student enrolment

In 2014 there was a total of 702 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	351
Female	351
Indigenous	29
LBOTE	194

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 two.

Table: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
7	90.3
8	84.8
9	87.5
10	81.0

Source: Planning and Performance, July 2014

Day to day attendance is managed through the Roll Group Teacher in conjunction with the Rolls Officer who notifies parents via SMS messaging when an absence is unexplained. The Pastoral Care Executive, SLC Student Engagement and the Student Welfare SLC work in conjunction with the families and support agencies to ensure appropriate interventions and support structures are in place for both the family and the student.

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	25

Source: School Data 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	44
TOTAL	69

Source: Workforce Management, August census 2014

There is one indigenous staff member at this school.

Volunteers

Without the support of volunteer organisations such as the Fusion, Menslink, Youth Centre Youth Workers, Science mentors and many parent helpers, the school could not provide the breadth of experiences and support students currently access. It is estimated that these equated to at least 700 hours during 2014.

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.

Melrose High School will be validated in 2017. A copy of their most recent 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, 111 parents, 54 staff and 508 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, 87% of parents and carers, 89% of staff, and 73% 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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	82
This school is well maintained.	75
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	65
My child likes being at this school.	84
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	71
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	74

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.	88
My teachers provide me with useful feedback about my school work.	65
Teachers at my school treat students fairly.	59
My school is well maintained.	49
I feel safe at my school.	65
I can talk to my teachers about my concerns.	49
Student behaviour is well managed at my school.	32
I like being at my school.	62
My school looks for ways to improve.	70
My school takes students' opinions seriously.	49
My teachers motivate me to learn.	62
My school gives me opportunities to do interesting things.	71

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>).

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.

Professional Learning

All staff undertake five days of mandatory professional learning during their stand down. Most staff accrue many hours of additional study and workplace studies are commonplace. The five days were spread across the year and focused on:

- Reflections and showcasing the application of the Quality Teaching model, classroom observations and formal teacher feedback
- Australian Curriculum implementation, development and the moderation of assessment
- Implementing 21st Century Fluencies and Global Digital Citizen curriculum and pedagogies
- Google Classroom and Google Apps for Education (GAPE) across the curriculum
- Literacy and numeracy support for students across the school.

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, 0.70 % of year 7 students and 1.20 % 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. . Further, more detailed information on the schools NAPLAN performance and strategic targets is detailed on pages 8 and 9 of this report.

Table: Melrose High School 2014 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	557	569	567	600
Writing	508	524	519	559
Spelling	545	554	571	591
Grammar & Punctuation	552	566	559	591
Numeracy	533	559	572	598

Source: Performance and Planning December 2014

Performance in other areas of the curriculum

In 2014, Mr Geoff McNamara was successful in winning the Prime Ministers Award for Secondary Science Teaching. This has resulted in a large number of opportunities and pathways for students in the Sciences. This includes, a new Astronomy elective, links with Canberra College in ACE Science and ACE Science Mentors Program and work with Geo-Spatial Sciences ACT in a partnership with South Weston Network Schools.

Progress against School Priorities in 2014

Priority 1

Strengthen the professional learning community model to improve teacher professional practice.

Targets:

By the end of 2014

- All staff to participate in a formal lesson observation and feedback process with at least 2 other colleagues. A written reflection of improvement submitted to Teacher Quality Institute at least once a year.
- Staff survey responses to “I get constructive feedback about my practice” increases by 20%.
- Common understanding in the use of rubrics, assessment and reporting applied to all Key Learning Areas (KLA) resulting in a 10% improvement in student response to “teachers motivate me to learn”.
- At least 25% of evidence based practice mapped against AITSL standards by each teacher

Directorate Priority areas covered with this Priority

Quality Learning: Inspirational teaching and leadership: High expectations, High performance: Business Innovation and improvement:

Progress

In 2014 the school continued to action the following key improvement strategies within this priority:

- Develop and apply a model for improving teaching practice through sharing and reflection.
- Improve alignment of assessment practices with national achievement standards
- Align Professional Pathways to the National Professional Standards
- Development of scope and sequence for Australian Curriculum units being phased in 2014

To collect and utilise of targeted data to inform teaching practice, we developed and applied the Quality Teaching rounds and lesson study model and applied the differentiated model of teaching practice. In developing and applying a model for improving teaching practice through sharing and reflection, teaching staff are working in Professional Learning Communities.

This strategy was evaluated by the following indicators of success:

- At least one identified change in practice documented and submitted as evidence to TQI

Teachers of Phase 1 Australian Curriculum subjects have utilised the Quality Teaching Model to review an element of practice through coding major assessment items. This formed the basis of staff PL over two sessions and were reflected as Teacher identified PL on the TQI portal. Teachers of Phase 2 Australian Curriculum subjects utilised the lesson study model to review and develop current teaching practices.

- Proportion of major assessment items includes student choice.

The proportion of major assessment items based on student choice did not significantly increase in 2014. As a result, the school has commenced building teacher and student capacity by engaging with the Global Digital Citizen foundation late in 2014 to increase student choice in 2015.

In improving the alignment of assessment practices with national achievement standards we realigned the assessment and reporting definitions with ACT reporting, explored the Backward By Design process and developed a common and sustainable method for moderation across the school. This has been successfully implemented across all KLA's in 2014

This strategy was evaluated by the following indicators of success:

- A common understanding of language and the use rubrics, assessment and reporting applied to all Key Learning Areas (KLA) resulting in an improvement in confidence and consistency in the use of Accelerus.

Rubrics have been established in most KLA's and the assessment and reporting structures are more consistent and aligned. Each KLA has strengthened their understanding of Accelerus and utilising Australian Curriculum Learning Outcomes.

- Unit outlines reflected the percentage of moderated tasks undertaken within a unit of study.

The format for unit outlines requires explicit inclusion of moderation tasks in all KLAs.

In aligning professional pathways to the National Professional Standards we implemented a digital portfolio to collate evidence of effective practice against each of the AITSL standards. We also provided evidence of improved professional practice mapped against self-evaluation that was reviewed by a mentor.

The majority of KLAs reported directly against the Australian Standards for Teachers in their TQI portal and did not utilise the E-Portfolio software. The application has been discontinued at Melrose High School in favour of the software supplied by TQI.

This strategy was evaluated by the following indicator of success:

- All staff completed the requirements for registration using the TQI evaluation template.

All teaching staff completed their required TQI registration process.

In the development of a scope and sequence for Australian Curriculum units being phased in 2014 we completed scope and sequence documents for new KLA courses. Lesson studies were developed by teachers for all national curriculum areas already implemented.

This strategy was evaluated by the following indicators of success:

- Progress was reported to the School Board and implementation and practice was shared at staff meetings

Scope and sequence of Australian Curriculum was reported and workshopped routinely at staff meetings. Two extended staff meetings were used as workshops for teachers to share their development of the scope and sequence of curriculum. SLC of three faculties reported progress at School Board Meetings and this presentation was noted in minutes.

- All Key Learning Areas (KLAs) have a documented process for moderation. At least one moderated task is included in each common unit of study.

All KLAs have a definition of moderation and a defined process or practice to moderate assessment at Melrose High School. This is now being developed as a whole South Weston Network opportunity.

In the **collection and utilisation of targeted data to inform teaching practice** we expanded on the existing knowledge and use of system data sources such as a SMART and the results

of the Satisfaction surveys. We developed in school tools to collect and collate data which informed and confirmed the effectiveness of targeted strategies.

This strategy was evaluated by the following indicators of success:

- Evidence based practice was mapped against AITSL standards and reflected in an eportfolio that was shared with mentors at a Professional Practice discussion

This strategy has not been successfully completed utilising eportfolio software.

- Teacher survey reflected greater than 80% “I use results from system testing and system processes to inform my planning”.

71% of staff reported using system data and testing results to inform their practice.

These actions resulted in the following progress against our identified targets for this priority:

1. All staff have participated in the formal lesson observation and feedback process when coding and review and reflection has occurred. From Term 1 to Term 4, the evaluation of the Quality Teaching Rounds has been a focus of Faculty and Staff meetings. The collation of this data and subsequent report has been conducted by the Deputy and, as of Term 4, is being edited for peer review prior to submission to TQI. This target will be met on the completion of this work.
2. The target of a 20% increase in agreement with the staff question “I get constructive feedback about my performance” has not been met. There was a decline of 3% in the school satisfaction survey response. Further focus on Professional Learning Communities that allow for peer review and supported development of practice will be further explored in 2015.
3. The target of a common understanding in the use of rubrics, assessment and reporting applied to all Key Learning Areas (KLA) resulting in a 10% improvement in student response to “teachers motivate me to learn” was not met. The 2014 result from the student satisfaction survey was 62% which was not a 10% improvement on the 2013 result of 64%. The review of the E-Portfolio data shows that 68% of Teachers have mapped their PL against all 7 Professional Standards for Teachers in 2014. A further 100% of staff have reflected against the Australian Professional Standards for Teachers (the Standards) in their TQI reflections for 20 or more hours of Professional Learning (PL). This means we have met our target of teachers having at least 25% of evidence based practice mapped against the AITSL standards.

One issue was raised by teachers in all review meetings of Quality Teaching rounds was the time capacity to work together on reflection and coding. 2015 will be a time where Professional Learning Communities and Quality Teaching Rounds will be explored further. PL in general is being mapped against the Standards as a matter of course to ensure rigorous outcomes for teachers. Staff are routinely observed using a number of methodologies and for a range of purposes.

Priority 2

Improve the literacy, numeracy and science outcomes of students.

Targets

By the end of 2014

- Reduce the number of students at or below NAPLAN minimum reading standard by 8 percentage points.
- Increase the proportion of students across the top bands of Writing (Spelling and Grammar and Punctuation) and Reading by 8 percentage points.
- Reduce the difference between school Indigenous mean and the ACT non-indigenous mean in NAPLAN writing, reading and numeracy by 25%.
- Increase the percentage of students making expected growth or better in year 9 by an additional 8 percentage points.

Directorate Priority Areas covered with this Priority

Quality Learning: High expectations, High performance

Progress

In 2014 the school continued to action the following key improvement strategies within this priority:

- Develop a whole school approach to improving writing, spelling and reading.
- Embed proportional thinking and mental computations across the school
- Develop targeted strategies and support for students with identified learning needs (e.g. EALD, ATSI, Gifted and Talented, Special Needs)

In developing a whole school approach to improving writing, spelling and reading the school expanded the use of the TEEEC method and VIP sentence scaffolds to include grammar and spelling. We also applied intensive reading strategies to support reading development.

This strategy was evaluated by the following indicators of success:

- NAPLAN, SA reading and Spelling tests data was measured and reported in Accelerus
- The average reading age improved by at least one year after formal reading intervention.

In embedding proportional thinking and mental computations across the school we developed a whole school template and professional learning support to implement explicit lessons targeting ratio, fractions, decimals and percentages.

This strategy was evaluated by the following indicators of success:

- Our numeracy programs reflect proportional thinking strategies and timelines

All KLAs did not explicitly teach proportional thinking strategies and timelines, as a result this will be a focus for the 2015 Literacy and numeracy Plan.

- Explicit measures were included in assessment items and recorded and reported in Accelerus.

All KLAs did not include explicit measure in class, consequently they were not recorded and reported on in Accelerus.

In **developing targeted strategies and support for students with identified learning needs (e.g. EALD, ATSI, Gifted and Talented, Special Needs)** we identified and applied a range of appropriate strategies utilising speciality staff, resources and learning environments.

This strategy was evaluated by the following indicators of success:

- NAPLAN, School Satisfaction data and school generated survey data.
The Executive Team discussed NAPLAN and School Satisfaction data and the diverse data results indicated a need to concentrate on reading and creating effective data sources. In the development of *2015 Literacy and Numeracy Plan* methodologies have been incorporated to support all students. In 2015 the data team will triangulate forms of data to better enhance staff reflection on teaching practices.
- EALD cohort improves language proficiency by greater than 10% above expected growth.
The EALD student cohort improves their language proficiency each year but have not met the target.
- ATSI attendance at school improves to the level of mainstream students.

Attendance for ATSI students decreased in 2014 and resources have been allocated for staffing to address this in 2015.

These actions resulted in the following progress against our identified targets for this priority:

1. Comparing results from 2013 with results from 2014: in year 7, we have met our target with a 9 percentage % point's reduction in the number of students at or below NAPLAN minimum reading standard which is a good outcome. This was 1 percentage point above our target for 2014. In the same comparison for year 9, we have not met our target as we have seen an increase of 4 percentage points % of students below the National Minimum Reading Standard (NMRS). This was 12 percentage points below our target for 2014. By comparing the same cohort from 2012 (year 7 Results) to 2014 (year 9 Results), we have had an increase of 8 percentage % points in students who are at or below standard in year 9 currently. This result will drive further analysis of student programs in year 8.

Table: Students at or below minimum reading in NAPLAN reading 2014

Year	2013	2014	Target
7	20%	11%	12%
9	26%	30%	18%

Source: SMART data December 2014

2. We have not met targets to increase the proportion of students across the top bands of NAPLAN writing by 8 percentage points for either year 7 or year 9 We have seen

increases in the proportion of students in the top band in: Year 7 spelling; grammar and punctuation; and reading and year 9 grammar and punctuation. We have seen decreases in the proportion of students in the top band in: year 7 writing; and year 9 writing, spelling and reading.

Table: Percentages in Top Two Bands in NAPLAN 2014 Writing, Spelling, Grammar & Punctuation, Reading

Domain	Yr 7 2013	Yr 7 2014	Target	Yr 9 2013	Yr 9 2014	Target
Writing	20.5%	16.5%	28.5%	13.7%	9.5%	21.7%
Spelling	25.8%	34.6%	33.8%	22.2%	15.6%	30.2%
G&P	31.9%	33.8%	39.9%	12.4%	14.9%	22.9%
Reading	35.7%	38.5%	43.7%	24.0%	13.7%	32.0%

Source: SMART data December 2014

3. The target of reducing the difference between the school Indigenous mean and the ACT non- Indigenous mean by 25% was met in year 7 for reading and writing but not numeracy. It is not possible to report on meeting this target for year 9 as in the base data year of 2013 due to low numbers of Indigenous students we are not able to report their results and the development of a target against it would be inappropriate.

Table: Melrose High Year 7 Indigenous Mean scores V Non Indigenous ACT Mean scores

Domain	Yr 7 Indigenous 2013	Yr 7 ACT Non Indigenous 2013	Difference 2013	Yr 7 Indigenous	Yr 7 ACT Non Indigenous	Difference 2014	Target
Reading	510.3	562.9	52.6	573.0	570.1	-3.5	39.5
Writing	481.8	528.9	47.1	500.1	525.2	25.1	35.3
Numeracy	496.5	553.8	57.3	508.9	560.4	51.5	43.0

Table: Melrose High Year 9 Indigenous Mean scores V Non Indigenous ACT Mean scores

Domain	Indigenous 2013	ACT Non Indigenous 2013	Difference 2013	Yr 9 Indigenous	Yr 9 Non Indigenous	Difference 2014	Target
Reading	NA*	601.9	NA*	NA*	601.5	NA	NA*
Writing	NA*	571.3	NA*	504.6	561.4	56.8	NA*
Numeracy	NA*	602.0	NA*	527.6	599.7	72.1	NA*

Source: SMART data 2014

Note: Due to privacy issues we cannot report the data for less than five students

4. Further, we have met our target in increasing the percentage of year 9 students making expected growth by 8 percentage points in all domains except reading and grammar and punctuation. In writing our expected growth increased by 14.6 percentage points, in spelling by 8.0 percentage points and in numeracy by 33.8

percentage points. We have come close to our target in Reading with an increase of 6.7 percentage points. We have not met our target in grammar and punctuation with very little change: a decrease of 0.3 percentage points. The Literacy and Numeracy team are working on the platform for 2015 to address these targets through processes driven by an external critical friend and via a range of programs in Year 7 and 8 in particular.

Table: Year 9 Expected Growth Targets in NAPLAN 2014

Domain	2013 Expected Growth	Target	2014 Actual Expected Growth
Reading	47.7%	55.7%	54.4%
Writing	51.1%	59.1%	65.7%
Spelling	59.9%	67.9%	67.9%
Grammar and Punctuation	54.0%	62.0%	53.7%
Numeracy	37.0	45.0%	70.8

Source: SMART data December 2014

Priority 3

Ensure positive connections between learning, wellbeing and community.

Targets

By the end of 2014

- Student feedback in “Student behaviour is well managed at my school” increased by 20% points
- “I like being at school” student feedback increased by 10% points.
- ATSI absentee and suspension rates improve to equivalent or better than non ATSI students.

Directorate Priority areas covered with this Priority

Inspirational teaching and leadership: High expectations, High performance: Connecting with families and community:

Progress

In 2014 the school continued to action the following key improvement strategies within this priority:

- Align improvement strategies with the Engaging Schools Framework
- Refresh Reconciliation Action Plan
- Review and renew behaviour management protocols in line with school values

- Expand collaborative relationships with the community to facilitate and improve communication, support transition and develop flexible pathways.

In **aligning improvement strategies with the Engaging Schools Framework** we reviewed , evaluated and reworded current programs and strategies.

This strategy will be evaluated by the following indicators of success:

- MAZE incident data entries, pastoral care program evaluation,
The Student Wellbeing Team implemented pastoral care program evaluations in Semester One, 2014 for all programs. This data was used to determine which programs would operate in Semester Two, 2014. Additionally, the Team canvassed feedback from Year Co-ordinators to determine focus area for each year group. This process will be refined in 2015 by using the Mind Matters Survey to assess student needs.
- All programs reviewed against Safe Schools Framework
All program were reviewed in line with the Safe Schools Framework.
- Parent satisfaction in “School works with me to support my child’s learning” improves
The actual satisfaction rate for “School works with me to support my child’s learning” is 74% remaining steady.

In **refreshing the Reconciliation Action Plan** we established a Reconciliation Review team to evaluate the progress of our current plan and to embed the strategies introduced through Cluster Cultural Competency Training.

This strategy will be evaluated by the following indicators of success:

- DARE to Lead Indigenous Snap shot/ evaluation of current and proposed practice.
This development strategy is under review as the number of ATSI students is increasing in response to the support offered to these students.
- Overall parent satisfaction that “the school has high expectations in all that it does” is increased.
In 2014 satisfaction of parents to the item “The school has high expectations in all that it does declined from 87% in 2013 to 81% in 2014.
This strategy will need to be revisited in 2015.

In **reviewing and renewing behaviour management protocols in line with school values** we reviewed the current values content and refreshed the banners and documentation. We identified our key themes in the most significant issues and developed strategies to address these. Then we expanded and aligned our pastoral care and support programs to meet the identified needs of individual students.

This strategy was evaluated by the following indicators of success:

- Student behaviour management reports on bullying, harassment and vandalism decreased

School Climate data indicated a low perception of bullying by peers at Melrose High School. Resource allocation to vandalism decreased during 2014 indicating a reduction in the amount of damage to school property.

- MAZE attendance and suspension data, incident reporting and program evaluations. All areas of data here indicate that more work needs to be done on this strategy in 2015.

In **expanding collaborative relationships with the community to facilitate and improve communication, support transition and develop flexible pathways** we actioned the following:

We strengthened the Cluster alignment of programs and enrichment activities to showcase the school resources and practices. We developed personalised learning pathways for students through greater flexible delivery and we expanded the range of social media in its use as a collaborative tool.

We also expanded the understanding of teaching staff and support networks for our most vulnerable students.

We were only partially successful in 2014 within this strategy.

This strategy was evaluated by the following indicators of success:

- The number of vulnerable students who successfully completed Year 10 or equivalent,
100% of students in Year 10 who finished the year at Melrose High School, received their Year 10 Certificate this included at risk and vulnerable students
- Parent feedback in “Community Partnerships are valued and maintained” decreased from 75% in 2013 to 70% in 2014.
- Number of new alternative programs developed throughout the year.
In 2014 Melrose High School used the school based Access 10 program for an increased number of students. The use of this program resulted in the targeted students receiving a pass grade for their Access 10 subjects and subsequently receiving a Year 10 Certificate. Additionally, the Challenge Program was piloted for a select group of Year 10 male students who were disengaged from mainstream schooling. All students in the Challenge Program successfully completed their Year 10 Certificate.
- Pastoral Care and targeted support programs receive a minimum of 90% satisfaction rating.
Exit surveys from Pastoral Care programs have not been evaluated at the time of writing this report.

There have been a large number of individual success stories in 2014 in relation to the well-being of students, student support and connecting students with learning in the community. However, in all the targets for 2014 under this strategic priority, have been no significant improvements.

1. The target that student feedback in “Student behaviour is well managed at my school” (Satisfaction Survey 2014) increased by 20% points was not achieved. The target was to reach 56% in 2014 from 36% in 2013. The 2014 result was 32%.
2. The target that student feedback from the Satisfaction Survey question “I like being at school” increase by 10% points was not achieved. The 2013 result was 63%, the 2014 target 73%, and the actual result 62%.
3. We were not able to meet our identified target with the Aboriginal and Torres Strait Islander (ATSI) students. However the number of students at the school continues to grow and it is anticipated the school will invest resources in 2015 to sustain improvement in attendance and achievement.

During the course of 2014, the school had 3 different Principals as the new appointment was being made. Staff, in acting positions, were unable to drive through systems improvements and the uncertainty had an effect on staff confidence and performance at a general level. In term 3 a new position was created as an SLC Student Engagement with that officer to commence in 2015. Targets not met in relation to attendance, behaviour management and students engaging with the school will be a priority in 2015 with this new SLC.

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

Staff professional learning is divided into two costs

= total registration costs + total relief teacher costs

= \$23051 + \$14000

= \$37051

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$669.66

Voluntary contributions

This school received \$1015 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.

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	773546.1
Voluntary contributions	5400.7
Contributions & donations	6205
Subject contributions	38710
External income (including community use)	42820.29
Proceeds from sale of assets	363.64
Bank Interest	19800.57
TOTAL INCOME	886846.3
EXPENDITURE	
Utilities and general overheads	212725.6
Cleaning	199866.5
Security	3559.51
Maintenance	138084.7
Mandatory Maintenance	0
Administration	16366.44
Staffing	20409.5
Communication	17467.86
Assets	48903.66
Leases	0
General office expenditure	18377.35
Educational	18793.97
Subject consumables	51421.03
TOTAL EXPENDITURE	745976.1
OPERATING RESULT	140870.1
Actual Accumulated Funds	-11485
Outstanding commitments (mir	19569.36
BALANCE	109815.8

Reserves

Name and purpose	Amount	Expected Completion
It Renewal	\$40,000	2016
Exec Upgrade	\$20,000	2016
Kitchen Upgrade	\$70,000	2016
Whole School Upgrade	\$56,650	2016
Lee Crockett	\$20,000	2017
Staffing	\$40,000	2017
Lead Teacher	\$5,000	2017
Sustainability	\$15,000	2017
Multimedia	\$13,949	2017

Endorsement Page

I declare that the Melrose 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:	Deborah Kikkawa	Craig Jones
Community Representative	Kay Wulf	
Teacher Representative	Nathan Sciberras	Stuart Gilmore
Student Representative:	Jack Schipp	
Board Chair:	Annette Brown	
Principal:	Simon Vaughan	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2014.

Principal Signature: _____

Date: _____

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

Board Chair Signature: _____

Date: _____