

Belconnen High School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition	4
Volunteers	4
School Review and Development	4
School Satisfaction	5
Overall Satisfaction	5
Learning and Assessment	7
NAPLAN assessment	7
Performance in Other Areas of the Curriculum	7
Progress Against School Priorities in 2016	8
Financial Summary	9
Professional Learning	10
Voluntary Contributions	10
Reserves	10
Endorsement Page	11
Members of the School Board	11

School Board Chair Report

The school modernisation project has continued and the Board was grateful to be able to participate in the consultation process regarding design considerations. We acknowledge the value of the cooperative approach to this work involving the Directorate, contracted companies and the School community. We look forward to work commencing in 2017. Once again we are pleased with growth in enrolments and the opportunities and community that this develops.

Context

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 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.

Pastoral care is an integral part of the school staffed by our Student Services Co-ordinator, Pastoral Care Co-ordinator, year group Co-ordinators, School 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 traditional 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 Languages offered at the school are French and Indonesian.

Students are extended and challenged through the highly successful enrichment program (PEP) in the areas of English, Mathematics, SoSE and Physical Education. 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 2016 there were a total of 372 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	193
Female	179
Indigenous	14
LBOTE	73

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
7	91.0
8	88.0
9	89.0
10	85.0

Source: Planning and Analytics, December 2016

Students are expected to attend school punctually and regularly. Should a student be absent for a period, a note from a parent or guardian must be received. This note is handed to the Pastoral Care Group (PCG) teacher on the first day the student returns to school. This note may be brought in prior to a known absence. The school operates an electronic messaging system by which parents can be contacted by SMS message if their child is absent from school. The PCG teacher will routinely contact parents if a student is absent for three days without explanation. A letter is sent to parents after five days continuous absence.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	55

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Belconnen High School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	34
Teaching Staff: Full Time Equivalent	33.2
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	8.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 700 hours.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Belconnen High School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 77% of parents and carers, 88% of staff, and 62% of students at this school indicated they were satisfied with the education provided by the school.

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

The results for the 25 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	92
Teachers at this school provide students with useful feedback about their school work.	83
Teachers at this school treat students fairly.	96
This school is well maintained.	68
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	80
Students like being at this school.	76
This school looks for ways to improve.	84
This school takes staff opinions seriously.	84
Teachers at this school motivate students to learn.	92
Students' learning needs are being met at this school.	79
This school works with parents to support students' learning.	79
I receive useful feedback about my work at this school.	42
Staff are well supported at this school.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 65 parents who took part in the survey are tabled below.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	72
Teachers at this school treat students fairly.	66
This school is well maintained.	83
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	75
Student behaviour is well managed at this school.	72
My child likes being at this school.	89
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	68
Teachers at this school motivate my child to learn.	63
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 216 students who took part in the survey are tabled below.

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.	89
My teachers provide me with useful feedback about my school work.	52
Teachers at my school treat students fairly.	44
My school is well maintained.	51
I feel safe at my school.	57
I can talk to my teachers about my concerns.	39
Student behaviour is well managed at my school.	29
I like being at my school.	52
My school looks for ways to improve.	73
My school takes students' opinions seriously.	40
My teachers motivate me to learn.	60
My school gives me opportunities to do interesting things.	65

Source: 2016 School Satisfaction Surveys, August/September 2016

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

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

NAPLAN assessment

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2016, 1.00 % 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 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 2016 mean scores achieved by our students compared to the ACT.

Table: Belconnen High School 2016 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	535	558	569	601
Writing	490	519	528	557
Spelling	522	546	556	590
Grammar & Punctuation	525	552	561	588
Numeracy	521	556	573	597

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

The school achieves many successes in the areas of performing arts, music and sport with students and teachers representing the school in local, regional, national and international competitions. Recent highlights include: students exhibiting visual art works at the Australian National University (ANU); high numbers of students excelling in National English, Mathematics, Science and History competitions; musical performances in the ACT "Step into the Limelight" production and outstanding results in many sporting competitions.

Progress Against School Priorities in 2016

Below is Belconnen High School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	261071.00	250275.40	511346.40
Voluntary contributions	7475.00	2330.00	9805.00
Contributions & donations	4865.42	-577.19	4288.23
Subject contributions	7886.20	7932.93	15819.13
External income (including community use)	18181.82	1500.00	19681.82
Proceeds from sale of assets	0.00	1818.18	1818.18
Bank Interest	5452.79	4718.19	10170.98
TOTAL INCOME	304932.23	267997.51	572929.74
EXPENDITURE			
Utilities and general overheads	71426.43	104958.48	176384.91
Cleaning	108090.19	110014.50	218104.69
Security	0.00	86.90	86.90
Maintenance	25083.17	29925.75	55008.92
Administration	10834.90	10796.91	21631.81
Staffing	0.00	0.00	0.00
Communication	10445.68	3591.42	14037.10
Assets	11622.10	1604.08	13226.18
Leases	0.00	0.00	0.00
General office expenditure	12050.45	14269.98	26320.43
Educational	9662.94	31191.86	40854.80
Subject consumables	8506.25	12088.14	20594.39
TOTAL EXPENDITURE	267722.11	318528.02	586250.13
OPERATING RESULT	37210.12	-50530.51	-13320.39
Actual Accumulated Funds	232732.87	154732.87	154732.87
Outstanding commitments (minus)	-20540.09	0.00	-20540.09
BALANCE	249402.90	104202.36	120872.39

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$165.70.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Replacement Photocopier - High Volume photocopier needed for all staff	\$8,000	Term 2, 2017
Facilities Upgrade -2019 Enhance building as required.	\$50,000	Ongoing from 2019
IT Projects 2018 – extra IT equipment as required.	\$20,000	Ongoing in 2018

Endorsement Page

I declare that the Belconnen High School Board has operated in accordance with the provisions of the ACT *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:
 - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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:
 - a) be present when the board considers the issue or
 - b) 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(s):	Hamish Jones	Lorraine Myatt	Er-Kai Wang
Community Representative(s):	Chander Khera		
Teacher Representative(s):	Peter Strain	Crystal Weber	
Student Representative(s):	Isaac Xirakis	Jasmyna Steele	
Board Chair:	Hamish Hones		
Principal:	David McCarthy		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:

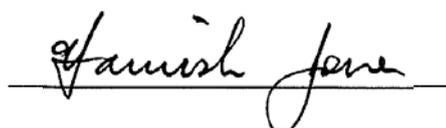


Date:

01 / 05 / 2017

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

Board Chair Signature:



Date:

01 / 05 / 2017