



## Melba Copland Secondary School Annual School Board Report 2019

Melba Copland Secondary School (MCSS) is a dual campus secondary school situated in the West Belconnen region of Canberra, the capital of Australia. It is the only government school in the Canberra region providing secondary education for all students from years 7 to 12 and offers both the International Baccalaureate Middle Years program (MVP) and Diploma Program (DP). As an 1B World School, MCSS provides a rich education for 21st century learners in a context of Excellence, Integrity and Harmony.



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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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## Reporting to the community

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Schools 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
- newsletters
- other sources such as My School.

## Summary of School Board activity

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The school's strategy of embedding the International Baccalaureate (IB) philosophy and inquiry learning into curriculums continued throughout 2019-20. Professional development for staff on implementing the Approaches to Learning (ATLs) and mapping these across the 7-12 curriculum strengthened the goals and programs of learning across the subjects. In addition, the Year 10 Personal Project continued in 2019 as part of the MYP, with an exhibition hosted in the high school gymnasium to showcase student projects with the community. This is an important part of the Year 10 learning journey and enables students to pursue and reflect on an independent project, in alignment with the IB inquiry model for skills beyond the classroom. High school staff engaged with a collaborative professional development session with other IB schools in the ACT at the beginning of 2020, with teaching staff attending a range of workshops to build capacity in delivering the MYP at MCSS.

In order to maximise the learning culture of the school, initiatives in 2019 continued in our Gifted and Talented Magellan program. The Primary Magellan program was offered to nominated year 5 and 6 students in our network primary schools including Mt Rogers, Miles-Franklin, Charnwood-Dunlop, Fraser and Evatt schools. Students continued to work with Dr John Rogers as part of the CSIRO STEM in Schools Volunteer program, with extension learning offered in Science and Mathematics. Semester 1 and 2 in 2019 culminated in excursions to the Botanic Gardens, Questacon Maker Space and Exhibitions to acknowledge student project work and achievement with parents and the school communities.

The Year 10 Magellan program commenced in 2019 for the first time, with students engaged in an extension program with students accessing Year 11 and 12 courses of study. This program allows nominated gifted and talented students access to more challenging concepts and assessment across the curriculum. Feedback on the academic, wellbeing and social aspects of the program were collected by students and staff and evaluated to improve the program delivery in 2020.

For Years 9-12, MCSS was involved in a pilot program with AustCyber and Northrop-Grumman called 'CyberTaipan'. The extension program centred on MCSS staff coaches building cybersecurity skills with student teams, who subsequently entered in a live online national competition in 2018-2019. MCSS teams competed against other schools in a number of rounds, with a senior MCSS team qualifying for the National Finals in March 2019. This experience was exciting to be a part of with professional industry organisations such as AustCyber, UNSW and CIT Canberra, with staff and students invited to a dinner and awards ceremony later at Parliament House.

In 2019, the Response to Intervention (RTI) program continued at the high school in literacy and numeracy. A dedicated and trained team of teachers and learning support staff deliver targeted programs to students in small groups, to build their skills and confidence in reading and mathematics. Staff attended professional development and training sessions to deliver this through the QuickSmart and MacqLit instructional programs. Students were progressively tested throughout the year through assessments such as ACER PAT testing, TOWRE-2 and NAPLAN to monitor their progress and achievement. This is collated and analysed in conjunction with grades and wellbeing data to gain a more wholistic overview of student achievement across year 7 -12.

The MCSS Board provided direction to the school on increasing and improving resources that supported student achievement in 2019 and beyond. Student feedback indicated that some classes were photocopying textbooks rather than ordering new or replacements set. The school recommended commitment of reserve funds to a total \$150K for a faculty submission process and a replacement furniture. Faculties made submissions to the School's Finance Committee for a range of items including minor building work, Teaching aids including STEM items and Textbooks.

The purchases totalled \$145,565 and included:

- Refurbishment of College Fitness Lab
- Replacement Computer lab (30) devices in the High School Library
- Replacement sewing machines, (20) High School Textiles area
- Furniture items across multiple faculties and classrooms;
- STEM kits and classroom sets of textbooks
- Big screen TV's for classroom

## School Context

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Melba Copland Secondary School (MCSS) is Canberra's only government high school offering a continuous academic program from year 7 to year 12. We value the student as an individual and encourage student involvement in leadership, cultural and sporting activities as well as encouraging a strong sense of social responsibility, tolerance and justice. Our vision as a Year 7 -12 IB World School is to create a culture of high expectation in teaching and learning that fosters a supportive inclusive environment of respect, trust and intercultural understanding. Our approach to realising this vision is embodied in the IB learner profile.

The school's Annual Action Plan priorities are embedded into the Faculty Action Plan and Teacher Pathway Plan to enable consistent articulation of priorities in Career Development Discussions by every teacher where targets and measurable outcomes are reported. Our school improvement strategies are aligned to the NSIT and AITSL Teacher Standards to inform and measure this review process.

The school has very close ties with the local community with over 80% of enrolments coming from the local area. Melba Copland has very close ties with the local community. We also have an expanding cohort of students from nearby NSW localities who have integrated smoothly into our school community, bringing with them a diversity of interests and perspectives. Our enrolments continue to increase each year, with material increases recorded at the High School Campus especially for the year 7 cohort. The College Campus did not experience similar increases largely due to a smaller year 10 cohort in 2018. Credit for this increase goes to our comprehensive transition program with the Primary schools and utilises multiple techniques to ensure we enrol a large percentage of students from these school.

At the College Campus, students can choose to undertake the International Baccalaureate Diploma and Certificate programs. This is in addition to the Year 12 certificate completed through the ACT's BSSS (Board of Senior Secondary Studies), thereby gaining dual ATAR scores. 85% of students who complete the ACT Year 12 Certificate at MCSS go on to further study or employment directly after school. New courses are introduced every year to continue to provide an array of options for students in their senior secondary studies. In 2020, Melba Copland has launched a Sociology course which has proven popular with students due to the examination of complex societal behaviours and issues. Courses in Global Studies, Economics and Interdisciplinary Studies are planned for 2021. The Magellan (G&T) program

and the Level one classes cater for high achieving students in year 7 to 12. Magellan implements best practices in educating motivated, talented and hardworking students in their intellectual achievement and social development. Entry into this program is by application and interview. HeadStart is an innovative program for year 10 students which enables acceleration into senior secondary studies in year 10 for credit towards the ACT Year 12 Certificate and delivers competencies towards recognised Vocational Education Certificates. MCSS has an international perspective, with a culturally diverse population and internationally recognised curriculum including the International Baccalaureate Diploma and Certificate programs. The flourishing language program supports 5 languages with native speaking teachers. Our Pastoral Care program ensures that every student has a teacher to whom they can go to for support and guidance. The program strongly promotes the personal and social development of each student as they strive towards individual pathways to success. Students are encouraged to establish relationships based on respect tolerance and a healthy attitude to life and society.

At MCSS teachers teach the Australian curriculum through the supportive pedagogy offered by the Middle Years Program (MYP). The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. The 8 curriculum subject groups are supported by the Australian Curriculum, yet the way we approach learning is defined by the high standards of the MYP.

In 2020, Melba Copland will be continuing to develop our Professional Learning Communities (PLCs) and focusing on increasing student ability to engage in discipline-specific literacy tasks. Melba Copland executive staff have participated in Professional Development with international literacy consultant Dr Misty Adoniou to increase their knowledge of how to improve literacy within specific disciplines. Melba Copland staff have begun to form team-based working groups to continue to improve school programs, such as Cultural Integrity, Data, Positive Behaviour for Learning and Curriculum.

The Regional Arts Program Is a highly successful primary transition and community engagement program that offers educational and creative opportunities to students in the Belconnen Schools' Network.

It consists of the MCSS band program, Magellan dance program, primary dance program, primary music program, primary art workshops and community musical. To date over 2000 students within the local area have been involved in these different activities. The MCSS Regional Arts Program provides students with the opportunity to extend their skills in creative and performing arts through competing In the Sydney Eisteddfod for Dance, the National Eisteddfod for Band and regular involvement in Step Into The Limelight for Creative Arts.

Every student develops an annual Pathways plan to assist in goal setting and establishing future directions. Many ACT and regional champions have emerged from the Sports Development Program across sports including futsal, rugby union and volleyball, with consistent success at an elite level. Talented students follow individualised study and sports performance. Vocational Educational and Training (VET) qualifications and Australian School-based Apprenticeships engage students with focussed early career development opportunities and many students also complete Canberra Institute of Technology studies in conjunction with their ACT Year 12 Certificate

A range of student support programs are available to help students maximise their opportunities for school success. Examples of these programs include the Literacy and Numeracy programs, which use the Response to Intervention model to help students to improve their skills. The Literacy team at the High School Campus use the MacqLit program, developed by Macquarie University, to help students to develop their reading and writing. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The Numeracy team have implemented the

QuickSmart program, which is helping students to make advances in their mathematical skills. The primary aim of QuickSmart is for the students to develop automaticity. QuickSmart lessons emphasise the development of conceptual understanding. Conceptual understanding is ensured by explicitly teaching strategies that emphasise the key concepts underpinning the academic skills being taught. At the College Campus, the LSU, the use of Contemporary Transitions and Modified courses support the learning of students with individual learning plans. In addition, both campuses have 'The Hub' situated in their libraries, a learning space which is staffed by Learning Support Assistants, and provides a comfortable and quiet space for all students to seek assistance with their work.

Parents play a vital role in each student's success. We are committed to maintaining effective communication to ensure that parents are well informed of each student's progress. Parent participation is welcomed in various forums including the Parents and Citizens Association and the School Board. The Year Coordinators and Wellbeing Executives of each year group work closely with parents to ensure optimal outcomes for all students at MCSS.

Extra-curricular activities are strongly encouraged and include sporting, creative and performing arts, academic competitions and community service programs. Extracurricular activities are strongly encouraged and include sporting, visual and performing arts, academic competitions and community service programs. Many ACT and regional champions have emerged from the Talented Athlete Program across sports including futsal and volleyball, with consistent success at an elite level. Talented students follow individualised study and sports performance, while also undertaking specialist training sessions with local experts. TAP students also have the opportunity to participate in many exciting excursions, from visiting the AIS, to completing trying obstacle courses, to travelling interstate to watch live sport.

Our recent successes include: Finalist in the Cyber Taipan, an International Cyber Security competition designed to educate, engage and inspire Australian youth to pursue further education and careers in STEM, UNSW Canberra Prize for Best Female in Mathematics last year was won by two of our students in Year 7 and 8 respectively. Also recognised for their excellent abilities in Mathematics were so many other students in the same years, Ausdance Dance Festival and the school musical and dance included talent from every year level. Our students won the Education Perfect spelling bee that over 360 schools globally participated in. MCSS came fourth globally and first in the ACT. Schools from Canada, USA, Singapore, along with many public and private schools from Australia and the ACT also participated. The spelling bee is conducted online and occurred during the pupil free period here in the ACT. Demonstrates the ongoing commitment of the teachers and students at Melba Copland in providing global and local connections to academic competitions.

In 2019, Melba Copland introduced the Future Focused Learning Program, a tier three level intervention program aimed at engaging our most vulnerable students. A key element of the program is to flexibly respond to individual student need. The aim is to design personalised learning plans and group programs. The students in this program have had significant opportunities to engage in activities beyond the school gates, such as a PCYC program conducted once a week in Erindale and transitional work opportunities through the SPARK and Business Trade centre programs.

Melba Copland has a strong focus on high expectations for our learners, and as such, in 2019 we began the process of implementing Positive Behaviour for Learning (PBL). PBL is a whole-school approach to strengthening our positive, safe and supportive learning culture. Multiple teaching and administrative staff attended Professional Development sessions as representatives of their areas. The PBL team are now leading the implementation of this initiative, conducting staff training and encouraging positive acknowledgement of students. PBL has been made visible throughout the school, with a series of posters outlining positive behaviours in each area being displayed and utilised.

Getinvolved@MCSS and the community Enrichment Program are designed to complement our current educational program and extend and "enrich" the learning of students beyond the normal classroom boundaries. In our quest to develop balanced global citizens with an inquiring mind and thirst for knowledge, MCSS offers a range of activities to balance and complement their current subject selections and wellbeing.



In recent times STEM related activities are proving very popular. Our Enrichment Program is very popular with our students. One of the most valuable attributes of the program is the diversity it offers.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 666 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	366
Female	300
Aboriginal and Torres Strait Islander	43
LBOTE*	135

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

### *Student attendance*

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

Year level	Attendance rate
7	87.0
8	84.0
9	79.0
10	84.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the Education Act 2004. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	48.98
Teaching Staff: Full Time Equivalent Temporary	6.40
Non Teaching Staff: Full Time Equivalent	39.50

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2021. 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 78% of parents and carers, 81% of staff, and 61% 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 68 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	
Parents at this school can talk to teachers about their concerns.	91
Staff are well supported at this school.	84
Staff get quality feedback on their performance.	63
Student behaviour is well managed at this school.	69
Students at this school can talk to their teachers about their concerns.	91
Students feel safe at this school.	78
Students like being at this school.	71
Students' learning needs are being met at this school.	79
Teachers at this school expect students to do their best.	88
Teachers at this school motivate students to learn.	82
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	80
This school is well maintained.	63
This school looks for ways to improve.	88
This school takes staff opinions seriously.	79
This school works with parents to support students' learning.	87
Teachers give useful feedback.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 219 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	
I can talk to my child's teachers about my concerns.	84
My child feels safe at this school.	83
My child is making good progress at this school.	73
My child likes being at this school.	74
My child's learning needs are being met at this school.	71
Student behaviour is well managed at this school.	59
Teachers at this school expect my child to do his or her best.	84
Teachers at this school give useful feedback.	73
Teachers at this school motivate my child to learn.	66

Teachers at this school treat students fairly.	74
This school is well maintained.	68
This school looks for ways to improve.	67
This school takes parents' opinions seriously.	67
This school works with me to support my child's learning.	65

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 487 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	49
I feel safe at this school.	47
I like being at my school.	50
My school gives me opportunities to do interesting things.	67
My school is well maintained.	40
My school looks for ways to improve.	61
My teachers expect me to do my best.	84
My teachers motivate me to learn.	61
Staff take students' concerns seriously.	54
Student behaviour is well managed at my school.	31
Teachers at my school treat students fairly.	55
Teachers give useful feedback.	57

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

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### NAPLAN

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 this reporting period, 0.00 % of year 7 students and 2.30 % of year 9 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: NAPLAN Mean Scores**

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	518	550	575	592

<b>Writing</b>	486	509	537	544
<b>Spelling</b>	514	542	578	584
<b>Grammar &amp; Punctuation</b>	508	544	543	580
<b>Numeracy</b>	531	552	572	594

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving an ACT Senior Secondary Certificate (ACT SSC) and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

**Table: Year 12 outcomes for students by percentage**

<b>Outcome</b>	<b>Proportion of students</b>
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	88.31
Receiving an ACT Senior Secondary Certificate	88.31
Receiving an ATAR	37.66

Source: Board of Senior Secondary Studies

## Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in this reporting period. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

**Table: Comparison of post school destinations for students by percentage**

<b>Outcome</b>	<b>College</b>	<b>ACT</b>
<b>University</b>	37.5	43.3
<b>CIT/TAFE</b>	9.4	11.6
<b>Other training provider</b>	3.1	4.6
<b>Deferred Studies</b>	30.0	29.5
<b>Employed</b>	68.8	75.2
<b>Not studying or employed</b>	5.4	7.2

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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	657907.21	512226.14	1170133.35
Voluntary contributions	7400.00	2913.00	10313.00
Contributions & donations	40.00	50.00	90.00
Subject contributions	10193.67	14934.46	25128.13
External income (including community use)	38904.26	28028.62	66932.88
Proceeds from sale of assets	0.00	454.55	454.55
Bank Interest	7145.34	6141.32	13286.66
<b>TOTAL INCOME</b>	<b>721590.48</b>	<b>564748.09</b>	<b>1286338.57</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	151945.40	228685.11	380630.51
Cleaning	142922.70	0.00	142922.70
Security	0.00	0.00	0.00
Maintenance	142560.77	160833.58	303394.35
Administration	25716.55	34105.06	59821.61
Staffing	0.00	27805.50	27805.50
Communication	5379.39	12681.10	18060.49
Assets	3337.46	23435.72	26773.18
Leases	2044.73	5122.53	7167.26
General office expenditure	30026.82	28393.96	58420.78
Educational	57705.66	100294.59	158000.25
Subject consumables	27823.92	43772.98	71596.90
<b>TOTAL EXPENDITURE</b>	<b>589463.40</b>	<b>665130.13</b>	<b>1254593.53</b>
<b>OPERATING RESULT</b>	<b>132127.08</b>	<b>-100382.04</b>	<b>31745.04</b>
<b>Actual</b> Accumulated Funds	323249.90	178288.52	178288.52
Outstanding commitments (minus)	-8334.00	0.00	-8334.00
<b>BALANCE</b>	<b>447042.98</b>	<b>77906.48</b>	<b>201699.56</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 this reporting period.

Name and Purpose	Amount
Family Contributions	\$10,113
Library Trust Fund	\$750

## Reserves

Name and Purpose	Amount	Expected Completion
<b>Reserve – Staffing</b> The reserve was approved by the Board in anticipation of expected overspending in staff in for the 2019 school financial year. The school submitted a Service Delivery Plan, that was successful and resulted in a supplemental payment to the school of staffing points negating the projected overspend. The School will make a further service development pan in Term 3 of 2020. A successful bid will lead to a recommendation to the Board to reallocate the reserve to other school projects, either Building Maintenance or a 2020 Faculty Submission Reserves	\$100,000	12/2022
<b>Reserve – Faculty Submissions</b> The Faculty Submission and Furniture Upgrade reserves are Board Recommended opportunities for faculties to seek funds outside of their annual faculty budgets to purchase high value items. Faculties made submissions for teaching items including classrooms sets of textbooks, minor building projects, STEM equipment once approved these were approved for payment and purchased.	\$100,000 Expended \$97,707	12/2019
<b>Reserve – Furniture Upgrade</b>  See above	\$50,000 Expended \$47,858	12/2019


### Members of the School Board

<b>Parent Representative(s):</b>	Mr Ronald STEWART,	Mr Michael JONES
<b>Community Representative(s):</b>	Nil 2019	
<b>Teacher Representative(s):</b>	Ms Sally HARRIDEN	Vacant
<b>Student Representative(s):</b>	Ms Alexandra STEWART,	MSTR Hamdan FAROOQ
<b>Board Chair:</b>	Mrs Gail HEINRICH	
<b>Principal:</b>	Mrs Jesse SIDHU	

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

Board Chair  
Signature:

Date: 26/06/2020




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Gail Heinrich

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:

Date: 26/06/2020



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Jesse Sidhu