



Melrose High School

Annual School Board Report 2020



Year 10 Art Prize 2020 – Elia Biscotti

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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

Reporting to the community	1
Summary of School Board activity	1
School Context	1
Student Information.....	1
Student enrolment.....	1
Student attendance.....	2
Supporting attendance and managing non-attendance	2
Staff Information	2
Teacher qualifications	2
Workforce composition.....	2
School Review and Development.....	3
School Satisfaction	3
Overall Satisfaction.....	3
Learning and Assessment.....	5
NAPLAN	5
Financial Summary	6
Voluntary Contributions.....	7
Reserves	7
Supporting Lead Teachers to undertake TQI Accredited Professional Learning.....	7
Endorsement Page	8
Members of the School Board	8

Reporting to the community

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

Due to COVID 19 restrictions, School Board Activity was limited in its scope and capacity. The Boards' achievements included (but were not limited to); the approval of new electives, updating several key policies and procedures, communicating with the Directorate of Education in regards school funding and Infrastructure and assisted the school to transition to the SSEMS staff costing system and Xero the new school budgeting software. We would like to thank all outgoing members of the 2020 Board for their contributions to the school community.

School Context

Melrose High School is an inclusive government school, which promotes and celebrates diversity in its student and staff profiles. The school has a strong focus on internationalism and globally linked education. Partnerships with schools in Asia, working with the Wabisabi Education and Big Picture Education Australia, expands our educational community and opportunities for teachers and students.

There is an emphasis upon the development of the whole person and this means we promote a positive school identity, an ethos of service to others and a respect for all who work and learn within the school community. The school sets high expectations and achieves quality outcomes in student leadership, academic, sporting and cultural performances.

Student Information

Student enrolment

In this reporting period there were a total of 814 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	410
Gender - Female	404
Gender - Non-binary or other	0

Aboriginal and Torres Strait Islander	30
LBOTE**	210

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	47.11
Teaching Staff: Full Time Equivalent Temporary	8.20
Non Teaching Staff: Full Time Equivalent	22.54

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.

Our school was reviewed in 2018. A copy of the Report of Review 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 85% of parents and carers, 86% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 57 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.	93
Staff are well supported at this school.	58

Staff get quality feedback on their performance.	49
Student behaviour is well managed at this school.	54
Students at this school can talk to their teachers about their concerns.	90
Students feel safe at this school.	74
Students like being at this school.	79
Students' learning needs are being met at this school.	77
Teachers at this school expect students to do their best.	90
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	90
Teachers give useful feedback.	70
This school is well maintained.	60
This school looks for ways to improve.	77
This school takes staff opinions seriously.	49
This school works with parents to support students' learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 122 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.	89
My child feels safe at this school.	83
My child is making good progress at this school.	78
My child likes being at this school.	82
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	67
Teachers at this school expect my child to do his or her best.	86
Teachers at this school give useful feedback.	70
Teachers at this school motivate my child to learn.	72
Teachers at this school treat students fairly.	81
This school is well maintained.	73
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	72
This school works with me to support my child's learning.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 524 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.	40
I feel safe at this school.	53
I like being at my school.	52
My school gives me opportunities to do interesting things.	57
My school is well maintained.	34
My school looks for ways to improve.	51
My teachers expect me to do my best.	70
My teachers motivate me to learn.	51
Staff take students' concerns seriously.	48
Student behaviour is well managed at my school.	31
Teachers at my school treat students fairly.	46
Teachers give useful feedback.	51

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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

INCOME	January-June	July-December	January-December
Self-management funds	\$297,162.92	\$310,022.45	\$607,185.37
Voluntary contributions	\$884.00	\$0	\$884.00
Contributions & donations	\$3,515.00	\$2,815	\$6,330.00
Subject contributions	\$28,960.00	\$37,059	\$66,019.00
External income (including community use)	\$14,577.04	\$921.71	\$15,498.75
Proceeds from sale of assets	\$0	0	\$0
Bank Interest	\$8,207.55	6,618.33	\$14,825.88
TOTAL INCOME	\$353,306.51	\$357,436.49	\$710,743.00
EXPENDITURE			
Utilities and general overheads	\$110,937.62	\$114,689.87	\$225,627.49
Cleaning	\$150.00	\$0	\$150.00
Security	\$10,266.70	\$14,854.68	\$25,121.38
Maintenance	\$181,855.28	\$91,586.64	\$273,441.92
Administration	\$3,850.44	\$30,835.42	\$34,685.86
Staffing	\$0	\$5,314.50	\$5,314.50
Communication	\$5,270.24	\$5,551.63	\$10,821.87
Assets	\$16,927.78	\$14,578.60	\$31,506.38
Leases	\$0	\$0	\$0
General office expenditure	\$17,702.93	\$31,834.80	\$49,537.73
Educational	\$35,205.41	\$10,070.14	\$45,275.55
Subject consumables	\$13,939.43	\$16,918.24	\$30,857.67
TOTAL EXPENDITURE	\$396,105.83	\$336,234.52	\$732,340.35
OPERATING RESULT	-\$42,799.32	-\$21,201.97	-\$21,597.35
Actual Accumulated Funds	\$553,382.45	\$553,382.45	\$553,382.45
Outstanding commitments (minus)	-\$9,982.97	-\$74,469.96	-\$84,452.93
BALANCE	\$500,600.16	\$457,710.52	\$447,332.17

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.

Overall voluntary contributions including subject contributions totalled **\$73,233** for 2020.

Reserves

Name and Purpose	Amount	Expected Completion
Oval Contingency Contingency funding for ongoing maintenance of school grass oval	\$30,000	2021
IT Renewal Program Updates to computer software and labs used for IT specific curriculum	\$30,000	2023
Big Picture Funding for Big Picture registration, school coaching, professional learning and transition pathways to continue the Big Picture program	\$40,000	2020-2023
Future Focused Teaching (Lee Crockett) Ongoing school coaching around 21 st century learning and pedagogy	\$10,000	2020
Staffing Contingency Contingency funding for staff engagement and relief to ensure continued student support and learning.	\$100,000	2021
Staffing SLB Funding for trial of second Deputy Principal to support effective and efficient school operation and continued support for teachers, students and the community.	\$85,000	2021
Staffing Lead Teacher Supporting Lead Teachers to undertake TQI Accredited Professional Learning	\$5,000	2021
Staffing Teacher Professional Development Support continued professional learning	\$40,000	2022

Endorsement Page

Members of the School Board

Parent Representative(s): Fiona Loaney, Helen Taylor.
Community Representative(s):
Teacher Representative(s): Mark Baldwin, Greg Tozer.
Student Representative(s): Emma Loaney Maddelyn Drewson.
Board Chair: Stuart McKellar
Principal: Simon Vaughan

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

2020 Board Chair Signature:



Date: 08/06/2021

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: 08/06/2021