



**Melba Copland  
Secondary School**

**Melba Copland Secondary  
School  
Board Report  
2013**

**High School Campus**



**College Campus**



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is [www.mcsc.act.edu.au](http://www.mcsc.act.edu.au).

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## About our school

### Introduction to School

Amalgamating to form a single year 7 to 12 school in 2008, Melba Copland Secondary School (MCSC) continues to build upon the proud traditions of Copland College and Melba High School in developing young Canberrans to think critically as independent learners.

Our success across academic, vocational, sporting and cultural programs continues with approximately 80 percent of our Tertiary year 12 students who achieved a University Admission Index in 2013 obtaining offers into the Australian National University and the University of Canberra.

The International Baccalaureate (IB) Diploma Program is taught at the College Campus and is aimed at year 11 and 12 students. In 2013 MCSS was successful in attaining IB Middle Years Program (MYP) candidature. This establishes the opportunity for MCSS to now become a year 7 to 12 IB school. The IB Diploma is widely recognised by the world's top leading university and tertiary institutions. This is an exciting time for our school community. The merger of a separate high school and college into a single school twin campus model places us in the very best possible position to cater for the personal, social and learning needs of our students while easing the transition process from high school to college years where the student as an individual matters to us.

The FastPACE program caters for high achieving students in year 7 to 10. Fast PACE implements best practices in educating motivated, talented and hard working students in their intellect, achievement and social development. Entry into this program is by application and interview.

We have in place a year 7 - 12 Pastoral Care (PC) program that ensures that every student has a teacher to whom they can go to for help, assistance and guidance. The PC program plays a significant role in promoting the personal and social development of each student as they strive towards individual pathways to success. Our students are encouraged to establish relationships based on respect, tolerance and a healthy attitude to life and society.

At MCSS, teachers are implementing the Quality Teaching model. This framework supports the elements of good teaching to ensure improved student outcomes, particularly in relation to academic rigour, classroom environment, curriculum significance and relevance. Melba Copland Secondary School offers students a modern and well resourced learning environment. Both campuses have undergone significant refurbishments over the last year.

Facility modernisation on the college campus include: visual arts, design, engineering and photography suites, performing arts centre including music and dance facilities, a community performance theatre, student services suite and a careers and futures suite. On the junior campus the office administration centre, performing arts area, student welfare

suite and modern science laboratories have been modernised in recent years. 2013 saw the completion of the Daintree refurbishment of the humanities classrooms establishing a place for new approaches to learning and innovative teaching practices.

Parents play a vital and crucial role in each student's success. We are committed to maintaining effective communication so as to ensure that parents are well informed of each student's progress.

## Student Information

### Student enrolment

In 2013 there were a total of 623 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

Group	Number of Students
Male	329
Female	294
Indigenous	30
LBOTE	122

Source: Planning and Performance

Within our enrolment profile the school caters to the learning needs of over 50 students with identified special needs. In 2013 this included the provision of a Learning Support Centre (LSC) on the High School campus and a Learning Support Unit (LSU) on the College campus.

### Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages*

Year Level	Attendance Rate %
7	88.1
8	86.1
9	82.6
10	83.5
11	87.2
12	90.2

Source: Planning and Performance

Student attendance is monitored closely by teachers and the student services teams on both campuses. The use of communication technology is integral to the processes for communicating attendance information to parents, carers and students.

## 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.

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

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	80

### Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

*Table: 2013 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	21
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	3
School Leader C	11
Teachers	49
<b>TOTAL</b>	<b>87</b>

Source: MCSS Workforce Data 2013

There was one indigenous staff member at this school at the time of the data collection. This position was the Indigenous Education Officer.

### Volunteers

The information in the *Progress against School Priorities* section in this report makes reference to numerous programs and community connections. Every school day of the school year is supported by the many aspects of community involvement and support. The

involvement of parents on our school board and P&C is an important feature of our school culture and community advocacy.

Parents and volunteers contribute in excess of 300 hours of support to our school.

## School Board

The Melba Copland Secondary School Board met six (6) times during 2013.

As outlined in this Annual Report, MCSS students enthusiastically participated in the wide range of academic, vocational, sporting and pastoral programs and events offered to them throughout the year. Student achievements and success are acknowledged in the school's regular newsletters and the Board congratulates all involved on their efforts. The Board also congratulates and sincerely thanks the MCSS staff and school community for their hard work in organising all these opportunities for our students. Their dedication and efforts to achieve the best educational outcomes for all students - academically, vocationally and socially - are acknowledged and very much appreciated.

During 2013 MCSS staff and students continued to consolidate and build on the relationships established with local primary schools and community groups. These important relationships are of great benefit to all and will be nurtured and further developed in the coming years.

The Board looks forward to working with its community and the Directorate to continue to provide a modern, stimulating, safe and successful educational facility for our students.

## School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Melba Copland Secondary School will be validated in 2016. A copy of the last 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 2013 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 2013, 73 percent of parents and carers surveyed (84 responses), 80 percent of staff (72 responses) and 63 percent of students (437 responses) at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. This was under the direction of the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

*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.	88
Teachers at this school provide my child with useful feedback about his or her school work.	63
Teachers at this school treat students fairly.	69
This school is well maintained.	67
My child feels safe at this school.	76
I can talk to my child's teachers about my concerns.	72
Student behaviour is well managed at this school.	49
My child likes being at this school.	80
This school looks for ways to improve.	66
This school takes parents' opinions seriously.	52
Teachers at this school motivate my child to learn.	62
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	68
This school works with me to support my child's learning.	60

Source: 2013 School Satisfaction Surveys, August/September 2013

*Table: Proportion of students in years 7 to 12 in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	86
My teachers provide me with useful feedback about my school work.	66
Teachers at my school treat students fairly.	58
My school is well maintained.	41
I feel safe at my school.	60
I can talk to my teachers about my concerns.	59
Student behaviour is well managed at my school.	33
I like being at my school.	55
My school looks for ways to improve.	68
My school takes students' opinions seriously.	51
My teachers motivate me to learn.	58
My school gives me opportunities to do interesting things.	74

Source: 2013 School Satisfaction Surveys, August/September 2013

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 at [mcss.act.edu.au](http://mcss.act.edu.au)

## Professional Learning

The school investment in professional learning to support the school priorities is significant.

MCSS has continued to build on the introduction of Professional Learning And Networking (PLAN) meetings as a formal component of annual professional learning. This has provided a springboard for a learning community approach to what matters to support good teaching practice. The negotiated schedule of teacher participation has targeted teaching practice across all years.

Significant in 2013 was the professional learning focussed on improving learning outcomes for students. This was supported by the continued application of the Quality Teaching model (QTm) and embedding instructional leadership practices. Other learning programs included a variety of IB courses, subject specific learning and Australian Scaling Test (AST) workshops.

Discipline-based professional learning programs supported subjects including legal studies, drama, art, photography, IT, maths, English, history, languages, psychology, media, science, sports development, vocational courses, CISCO, media, hospitality, building construction and auto.

Staff also attended many conferences during the year focusing on school development, Indigenous education, health and well being, language education, mental health, educational leadership, restorative practices, Visible Learning and school culture.

## 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 2013, 3.6 per cent of year 7 students and 1.8 per cent of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

*Table: Melba Copland Secondary School 2013 NAPLAN Mean Scores*

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	528	562	574	601
Writing	483	527	506	570
Spelling	529	555	555	590
Grammar & Punctuation	519	552	558	596
Numeracy	522	552	568	600

Source: Performance and Planning December 2013

### 2013 LITERACY and NUMERACY PLAN

We established literacy support groups for identified students in years 7 & 8 to further support their growth. A numeracy support roster was also in place for years 7 & 8.

A peer reading program was in place for students in years 7 & 8, who are matched up with years 10 leaders.

We developed a whole school system for the collection of data on students to facilitate a closer monitoring and tracking of individual student performance.

Persuasive writing tasks were standard moderation tasks for all students in years 7-9 in line with NAPLAN writing task for 2013. More intensive work in this new writing discipline is required in all years.

Teachers implemented moderation tasks across all faculties and year levels in core learning areas.

MCSS has published the **MCSS Effective Writing Guide** of scaffolds for improved writing of text types. This publication promoted consistency of teaching practice across the whole school. This tool was uploaded onto our website so that parents may access this from home to further support their students in the home.

## Outcomes for College Students

Year 12 outcomes are shown in the following table in relation to the percentage receiving a Year 12 certificate and the Australian Tertiary Admission Rank (ATAR).

*Table: Year 12 Outcomes for Students*

Year 12 Outcomes	Total
Percentage of year 12 students receiving a Year 12 Certificate	88.16
Percentage of year 12 students receiving a Year 12 or equivalent VET qualification (without duplicates) within the school setting	88.41
Percentage of year 12 students receiving an ATAR	40.5
Percentage of year 12 students in top 5 percent of ATAR	4.11
The median ATAR for year 12 students	77.00
Percentage of year 12 ATAR recipients eligible for ANU or UC offer	80.0
Top ATAR result	99.15

Source: Board of Senior Secondary Studies

## Vocational and Career Education

In 2013 students from year 9 to 12 participated in 218 work experience and 28 structured workplace learning placements.

The following information relates to the performance of year 11-12 students at this school in registered Vocational Education and Training courses offered by MCSS.

*Table: Summary of Certification 2013*

VET Certificates (MCSS as the RTO)	Total
Certificate I	20
Certificate II	27
Total Certificates	47

Source: Board of Senior Secondary Studies –

## Australian School-based Apprenticeships (ASBA)

In 2013, 34 Students were engaged in an ASBA for Melba Copland. There were 30 in 2012 and 29 in 2011. This is a very exciting growth trend trend.

**Industry areas for ASBA’s**

Disability Work, Information Technology, Hospitality, Horticulture, Children’s Services, Automotive, Aged Care, Retail, Carpentry, and Construction.

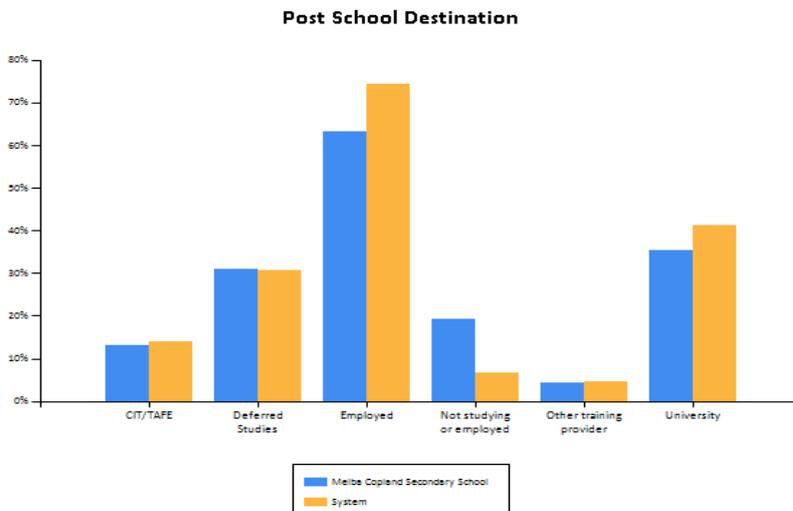
**Industry Links / Partnerships**

- Information Technology - Intact, Academy of Interactive Entertainment (AIE), Australian Public Service
- Hospitality - CIT, Regional Group Training, TEMPlar, Pizza Hut
- Construction - CIT Bruce & Fyshwick Trades Centre - Try a Trade – Years 7,8, 9 & 10, Master Builders Association, Brick n Block Laying Program, OH&S Program with CTI,
- Automotive - RGT (Certificate I program), Toyota (T3 Program), Holden
- Children Services - Baringa Childcare Centre
- CIT Taster Programs - for Year 10
- Disability – Cranleigh, Capital Careers
- Industry Link – Chambers of Commerce
- Schools First – Painters Program (National Australia Bank)
- At Risk Program – Charity Computers, Slaven Holden, McDonald
- Trade-up-4-a-Trade Program – Bunning’s, Regional Group Training, 1300apprenticeship
- ASBA’s - Australian Training Company, HIA, RGT
- ActewAgl – Scholarship Program
- My Future Program & Case Management – Belconnen Community Centre – Youth Connections

**Post school destination**

The following graph show the post school destination of college students who were awarded a Year 12 Certificate in 2013. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

*Table: Year 12 Outcomes for Students*



Description	College (%)	System (%)
CIT/TAFE	13.2	14.0
Deferred Studies	30.9	30.7
Employed	63.2	74.3
Not studying or employed	19.1	6.6
Other training provider	4.4	4.7
University	35.3	41.2

Source: Planning and Performance Data, 2013

### Performance in other areas of the curriculum

As the only public school with a 7-12 curriculum, MCSS is well placed to be innovative in accelerating learning opportunities for students. The Headstart Program launched in 2011 continues to highlight that year 10 students can excel in the same classes as year 11/12 in their final semester of year 10.

MCSS is committed to a creative and engaging learning experience for our students. Cross-discipline learning challenges like Tournament Of the Minds (TOM) and the F1 (Formula 1) car design and race competition are just two excellent examples of ongoing commitments by teachers to extend student opportunities.

Involving external industry training organisations is another feature of the broad and relevant curriculum offerings at MCSS. The Academy of Interactive Entertainment Certificate II in Multimedia course is now in its fourth year at MCSS. We are the only site where year 9/10 students can complete such a course.

The relationship with childcare providers continues to see students complete industry childcare certification, and is a sustainable partnership serving the school and community.

The investment of staff embracing the implementation of the Australian Curriculum as it is rolled out has been very encouraging. All key areas of this national curriculum reform offered at MCSS have undertaken rigorous curriculum development, building on the 2012 Lead School role for Science and Mathematics developing new Australian Curriculum for ACT schools.

## Progress against School Priorities in 2013

### Priority 1

Enhance Student Learning and Performance

#### Target/s

NAPLAN Results: Achieve year 7 to year 9 Expected Growth  $\pm 5$

Year 12 Results: Achieve an average ATAR above 75, ACT Year 12 Certificates or equivalent success at 90%, Post school participation in work or study at 95%

#### School improvement domain/s covered with this priority

Learning and Teaching, Leading and Managing

#### Progress

Contributing to achieving performance targets over the life of the 2014-2016 school plan, MCSS has:

- Submitted International Baccalaureate Middle Years Program (IBMYP) application for authorization. (confirmed January 2014).
- Improved delivery of quality pedagogy – increase in differentiated activities, including group work and cooperative learning, with a focus on Inquiry learning and explicit learning intentions.
- Enhanced teacher engagement with curriculum development and professional learning – reflected in design of differentiated assessment tasks, Professional Learning And Networking (PLAN) program, and ongoing collaboration.
  - 91 per cent of teachers identified that were actively engaged in professional learning. (Source: 2013 Satisfaction Survey)
  - 91 per cent of teachers agreed that they involve students in the negotiation of their learning. (Source: 2013 Satisfaction Survey)
- Improved student confidence in teachers reflected by 2013 Student Satisfaction Survey with growth across the following question; Teachers want me to do the best I can. (16 point growth to 86 per cent) (Source: 2013 Satisfaction Survey)
- High performance culture demonstrated by participation in the following – DaVinci Decathlon, TOMs, National competition participation. Integrated challenge F1 (Design/Tech), and Debating Competition.
- College students participated in the Murray Darling Freshwater Challenge, Legislative Assembly student debate, national writing competitions, national maths and science competitions, ACT Sustainability project for the 100 birthday of Canberra.
- Effective Writing Guide for all students/parents published and distributed to each family. Teachers promote use through parent interviews and their own application in teaching students.
- Teachers conduct student evaluations at the end of units or semester to inform future planning.

- All staff provided with laptop computers during 2012-2013 technology rollout and subsequently this increased teacher engagement with ICTs and the utilization of classroom technology (IWBs, netbooks, iPads, Kindles). MCSS professional learning sessions also contributed to this outcome.
- Students agreed that they had access to equipment including ICT. (5 per cent point growth) (Source: 2013 Satisfaction Survey)
- Literacy and Numeracy team expand the use of evidence through diagnostic testing and post testing to identify and support students. They also provide intensive skills sessions in Literacy and Numeracy with targeted students and provide coaching support to teachers.
- Project CLAIM – Indigenous reading and writing intervention, and tutorial support highly subscribed by students.
- A focus on assessment moderation processes established in every KLA 7-12 and unit reporting against the Achievement Standards of the Australian Curriculum in core subjects for Year 7 and 8 in 2013.

The following shows our progress towards achieving our identified target s for this priority:

- NAPLAN results indicated the school achieved targets set for year 9 students when taking into account the confidence intervals.
- Median ATAR above 75 (2013=77.0)
- ACT Year 12 Certificates or equivalent success at 90 % (2013 = 88.16)
- Post school participation in work or study at 95% (2013=80.9%)

## Priority 2

Participation and Engagement

### Target/s

Attendance Measures: 2 per cent improvement in each year level

Enrolment Retention and Growth: Transition retention from Year 10 to 11 at 80 per cent, Year 7 enrolment growth (target of 100)

Suspensions: not exceeding average of 10 per year level

### School improvement domain/s covered with this priority

Student Engagement, Learning and Teaching, Community Engagement, Leading and Managing

### Progress

Contributing to achieving performance targets over the life of the 2014-2016 school plan, MCSS has developed a wide range of sustainable programs to develop stronger links to the community and the local primary schools as well as developing the structures and opportunities for the two campuses to work together.

At the community level MCSS has enhanced the links with particular cultural groups to work more closely with them to give their students opportunities to develop their strengths and enhance the learning opportunities and school engagement through their culture.

A strong link has developed between Hall Rotary Club and MCSS and through their sponsorship we have been able to develop resources and opportunities for students for leadership as well as assisting students at risk to facilitate their prospects in the workforce.

MCSS has developed stronger links to the schools within the area through opportunities for their students and staff to participate in programs. The primary schools have had opportunities for mathematics and science enrichment as well as a structured dance program mentored by year 7-12 students. A strategic outcome of working with the partnership primary schools was to establish a Transitions Officer role that continues for the entire year, commenced in term 4 2013.

MCSS is now in the fourth year of a partnership with the ANU through the students from their ambassador program assisting in the homework centre.

A continual process has been to take opportunities to develop stronger interaction between 7 to 10 students and years 11 and 12. This has been through structured programs like the transition program, College Headstart and 7 to 12 programs such as drama and the musical.

The traditions of the MCSS carnival for swimming, cross country running and athletics now contribute to the traditions and culture of MCSS.

The opportunity for 9-10 students in particular to use the specialist facilities the college offers such as the dance studio, the photography room, computer design and engineering lab access also strengthens these links.

We will continue to look for and take opportunities to enhance our links with the community to enable greater interaction and learning opportunities for our students to both engage them further in their learning and enrich their education. The following demonstrates the diversity and commitment exhibited in 2013:

- ANZAC Commemoration involved 1000 local students, 6 schools, RSL and ADF. MCSS awarded ACT winner for Department of Veterans Affairs ANZAC completion for the second year.
- Daintree 2.0 Virtual Learning Environment opened by Minister Burch. Parent community involved in learning showcase at official opening.
- MCSS Virtual Learning Environment teaching practice article published in EDUTECH magazine.
- MCSS Primary School Dance Program involved 350 students. Performances over two evenings sold out.
- Year 10 College Headstart participation expands by over 30% in 2013

- Numerous events such as Year 10 graduation, musicals, Year 6 Maths Challenge hosted on college campus.
- Choppers bicycle construction program taken to local Primary School, Charnwood Dunlop.
- NAB MCSS Painters program completes projects at local Primary School – Mount Rogers.
- Own Grown Market Day – Horticulture students conduct stall at Civic Expo.
- MCSS joined Scientists in Schools Program with CSIRO.
- Literacy & Numeracy Week Primary School challenge held for last 4 years.
- Year 6 Maths challenge completed – 7 primary schools – 28 students.
- Science Week activities for Primary School students conducted in college laboratories.
- ANU Ambassadors and Homework Centre program.
- Relationship with Hall Rotary has supported student attendance at interstate conferences and horticulture development project.
- Partnerships with F1 competition (ADF), IT Creative Media (AIE), and NAB award MCSS Painters.
- Pacifika Islander Community Hangi 2013 – 2<sup>nd</sup> year.
- Indigenous student Artwork program exhibits at MCSS.
- MCSS Yearbook is a 7-12 celebration publication of high quality.

The following shows our progress towards achieving our identified targets for this priority

- Attendance Measures: 2 per cent improvement in each year level (2013 1.8 percent)
- Enrolment Retention and Growth: Transition retention from year 10 to 11 at 80 per cent, (2013=65 percent), year 7 enrolment growth (target of 100) (2013 Year 7= 82)
- Student suspension rates are well below the target of 10 per year level at 32 for all of 2013.

### Priority 3

MCSS Wellbeing: enhance emotional and social intelligence of students and staff

#### Targets

Satisfaction Survey Data for 7-12: 5 per cent average growth across student measures, 3 per cent average growth across staff measures

#### School improvement domains covered with this priority

Learning and Teaching, Student Engagement, Community Engagement

#### Progress

Contributing to achieving performance targets over the life of the 2014-2016 school plan, MCSS has continued to invest significantly in improving student wellbeing and student learning outcomes as they are inextricably linked.

MCSS staff promotes an understanding of this link in both the school environment and in the classroom. Students can only learn effectively in environments in which they feel safe and are supported and where their teachers have high expectations for their learning.

Continuing from foundation work in 2010 at MCSS we have implemented the student wellbeing policy to follow the principles of restorative justice and relational practices. The aim is to improve student behaviour management outcomes. Relational practices is incorporated within a whole school approach and represented by a range of formal and informal strategies such as effective language, class circles and conferencing. The school aims to promote social equity in relationships, empathy and personal accountability.

Staff feedback indicates that 92 per cent of teachers agree they are supported if bullying or harassment occurs. A further 82 per cent of staff agrees that achievements of staff are celebrated. (Source: 2013 Satisfaction Survey)

In 2013 we have continued to provide teachers with targeted Professional Learning to provide them with opportunities to work at their teaching practices, which contributes to settled learning environments and help them in managing appropriate behaviours in class.

A strong indication of success in building positive relationships with students is reflected by the low suspension rates across all years. The average suspension rate is 5, which is 50% of the 2014-2016 target. Sustaining this across the next two years of this school plan is our collective goal.

More effort to build the confidence of students in the effectiveness of student management procedures is still required, although the most recent survey feedback saw a 4 point improvement from 2012 for student agreement with the question, I feel safe at this school. Another positive comes from the question; the school celebrates achievements of students, with a 76 per cent agreement and a 5 point increase from 2012. (Source: 2013 Satisfaction Survey)

The Wellbeing Framework is an evolving document, which is reviewed annually to incorporate and address the needs of staff, students and the community. We have continued to engage with the MindMatters accredited program, seeking full accreditation in 2014.

For the future we continue to build on an inclusive school with a strong moral purpose. We continue to reviewing measures to promote student engagement and wellbeing which is crucial to supporting a culture of continuous improvement.

The following activities and programs at MCSS demonstrate the diversity and commitment exhibited in 2013:

- Student Leaders 7-12 Forum conducted at Headley Beare Centre.
- Cross-campus Student Captains meetings convened.

- College Student Leaders attend international student conference in China.
- Stronger 'giving' culture promoted by student leaders involved in regular charity activities on each campus.
- Youth Week activities at both campuses including Pasifika Hangi, BBQ and DJ Battle.
- Year 7 Wellbeing Survey conducted.
- Lunchtime Fitness Clubs at both campuses. PCYC at College and PE Team at High School campus.
- Happy Schools publication promoted to staff.
- Commitment of teachers to Pastoral Care curriculum program.
- Student Careers Expo for years 9-12 at College campus.
- Outdoor Education Challenge excursions for Talented Athlete Program

In relation to our progress against our identified target for this Priority:

Note: As 2013 is the first year of a revised satisfaction survey where many questions changed, the target of 5 per cent average growth across student measures, 3 per cent average growth across staff measures will be reported against the 2014 survey results in the 2014 Board Report.

## 2013

### 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

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1100. (This includes costs for course registration and teacher replacement).

#### Voluntary contributions

This school received \$5,970 in voluntary contributions in 2013. 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 2013.

#### Reserves

Name and purpose	Amount	Expected Completion
Staffing Debt	\$40,845	May 2014

Financial Summary	
31-Dec-13	
<b>INCOME</b>	
Self management funds	894,982
Voluntary contributions	5,970
Contributions & donations	1,072
Subject contributions	11,527
External income (including community use)	26,998
Proceeds from sale of assets	0
Bank Interest	10,646
<b>TOTAL INCOME</b>	<b>951,195</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	388,820
Cleaning	237,132
Security	1,311
Maintenance	134,848
Mandatory Maintenance	0
Administration	38,625
Staffing	0
Communication	27,348
Assets	65,957
Leases	14,906
General office expenditure	79,686
Educational	86,326
Subject consumables	32,128
<b>TOTAL EXPENDITURE</b>	<b>1,107,087</b>
<b>OPERATING RESULT</b>	<b>-155,892</b>
<b>Actual Accumulated Funds</b>	<b>230,795</b>
Outstanding commitments (mi	2,508
<b>BALANCE</b>	<b>72,395</b>

## Endorsement Page

I declare that the Melba Copland Secondary 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 Representatives:** Jennifer Lewis  
**Community Representative:** Mark Huxley  
**Teacher Representatives:** Gurdip Mahli Terry Eveston  
**Student Representative:** Kal Slater Kara Stevens  
**Board Chair:** Jennifer Lewis  
**Principal:** Michael Battenally

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 this year.

**Principal Signature:**  **Date:** 6/5/2014

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

**Board Chair Signature:**  **Date:** 6 May 2014