



**Melba Copland  
Secondary School**

**Melba Copland Secondary  
School  
Board Report  
2014**

**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 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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## About our school

### School Board

The Melba Copland Secondary School Board met six (6) times during 2014.

As outlined in this Annual Report, Melba Copland Secondary School (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. MCSS was awarded the national school prize for the 100 years of ANZAC Commemoration in 2014 which typifies the excellence the school achieves when significant community engagement and learning occurs.

During 2014 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 2014 launch of the Magellan gifted and talented program for year 5 and 6 students has demonstrated the success of the developing multi-school partnership.

The Board looks forward to working with its dynamic school community and the Directorate to continue to provide a modern, stimulating, safe and successful educational facility for our students. The anticipated benefits of the construction of the Trade Skills Centre at both campuses in 2015 is just one more strategic investment in our excellent public school.

### Introduction to School

Amalgamating to form a single year 7 to 12 school in 2008, Melba Copland Secondary School (MCSS) 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 graduating year 12 students who achieved a University Admission Index in 2014 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 2014 MCSS has completed the first year of the rigorous 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.

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 recent years with the construction of the Trade Skills Centre for Hospitality, Construction and Horticulture to be completed in 2015.

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. In 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 2014 there was a total of 542 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	278
Female	264
Indigenous	31
LBOTE	127

Source: Planning and Performance, August 2014

Within our enrolment profile the school caters to the learning needs of over 50 students with identified special needs. In 2014 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 2014. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
7	84.9
8	84.3
9	83.1
10	84.7
11	89.4
12	87.2

Source: Planning and Performance, July 2014

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.

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	80

Source: School Data, 2014

## Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	19
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	4
School Leader C	12
Teachers	43
<b>TOTAL</b>	<b>81</b>

Source: Workforce Management, August census 2014

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 Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Melba Copland Secondary School will be validated in 2016. A copy of the 2012 validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 73 parents, 65 staff and 341 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 74% of parents and carers, 78% of staff, and 65% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*Table: Proportion of parents and carers in agreement with each national opinion item*

Item	(%)
Teachers at this school expect my child to do his or her best.	85
Teachers at this school provide my child with useful feedback about his or her school work.	73
Teachers at this school treat students fairly.	70
This school is well maintained.	82
My child feels safe at this school.	82
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	66
My child likes being at this school.	82
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	68
Teachers at this school motivate my child to learn.	67
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	65

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	65
Teachers at my school treat students fairly.	56
My school is well maintained.	48
I feel safe at my school.	60
I can talk to my teachers about my concerns.	56
Student behaviour is well managed at my school.	37
I like being at my school.	61
My school looks for ways to improve.	66
My school takes students' opinions seriously.	51
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	74

Source: 2014 School Satisfaction Surveys, September 2014

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

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## **Professional Learning**

The school investment in professional learning to support the school priorities is significant. As a candidate school for the International Baccalaureate (IB) Middle Years Program (MYP), many staff have undertaken the requisite internationally accredited professional learning in 2014 as we progress towards full IB World School authorisation for 2016. A focus of the professional learning has been on our whole school commitment to inquiry learning coupled with building teacher capability to differentiate classroom practice. Differentiation plays a significant role in both learning support and gifted and talented streams of our education program.

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 2014 was 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 for college students seeking direct university entrance.

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 wellbeing, 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 2014, 2.60 % of year 7 students and 1.00 % 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 NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Melba Copland Secondary School 2014 NAPLAN Mean Scores*

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	496	569	550	600
Writing	450	524	498	559
Spelling	505	554	555	591
Grammar & Punctuation	494	566	565	591
Numeracy	499	559	560	598

Source: Performance and Planning December 2014

## **2014 LITERACY and NUMERACY PLAN**

We have established literacy support groups for identified students in years 7 and 8 to further support their growth. A numeracy support roster is also in place for year 8.

A peer reading program is in place for students in year 7, who are matched up with year 10 leaders.

The school has increased participation in the Chief Minister's Reading Challenge in 2014.

We extended the development of monitoring and tracking of individual student performance through multiple data measures for students. This included the introduction of Otis-Lennon School Ability Test (OLSAT) testing for gifted and talented identification and Progressive Achievement Tests (PAT) for Reading and Maths. We have also introduced the TOWRE 2 (Test of Word Reading Efficiency) for years 7 and 8, and the MultiLit program for students with learning difficulties.

We have moved to a Response to Intervention (RTI) model for tiered levels of support in years 7 and 8. This will be fully implemented by the end of term 2. Tier 1 instruction is whole group differentiated inquiry based learning, utilising strategies from Tactical Teaching (Reading) and InSinc programs; Tier 2 is small group withdrawals for addressing a range of literacy deficits in text types and language; and Tier 3 interventions are intensive 1:1 support for 20 minutes 3 times per week.

Persuasive writing tasks were standard moderation tasks for all students in years 7 and 9 in line with NAPLAN writing task for 2014. More intensive work in this writing text type is required in all years.

We have also introduced third party software provider Literacy Planet, to support NAPLAN preparation in comprehension, spelling and grammar for students in year 7 and 9.

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 has 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). 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*

<b>Year 12 Outcomes</b>	<b>Total</b>
Percentage of year 12 students receiving a Year 12 Certificate	75.29
Percentage of year 12 students receiving a Year 12 or equivalent VET qualification (without duplicates) within the school setting	76.47
Percentage of year 12 students receiving an ATAR	25.88
Percentage of year 12 students in top 5 percent of ATAR	0.00
The median ATAR for year 12 students	67.40

Source: Board of Senior Secondary Studies

### Vocational and Career Education

In 2014 students from year 9 to 12 participated in 206 work experience and 19 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 2014*

<b>VET Certificates (MCSS as the RTO)</b>	<b>Total</b>
Certificate I	10
Certificate II	32
<b>Total Certificates</b>	<b>42</b>
<b>VET Statements of Attainment (competency recognition) – Year 12</b>	<b>263</b>

Source: Board of Senior Secondary Studies

### Australian School-based Apprenticeships (ASBA)

In 2014, 32 Students were engaged in an ASBA for Melba Copland. There were 34 in 2013, 30 in 2012 and 29 in 2011. This is a very exciting trend maintained by our careers and vocational education team.

### Industry areas for ASBA's

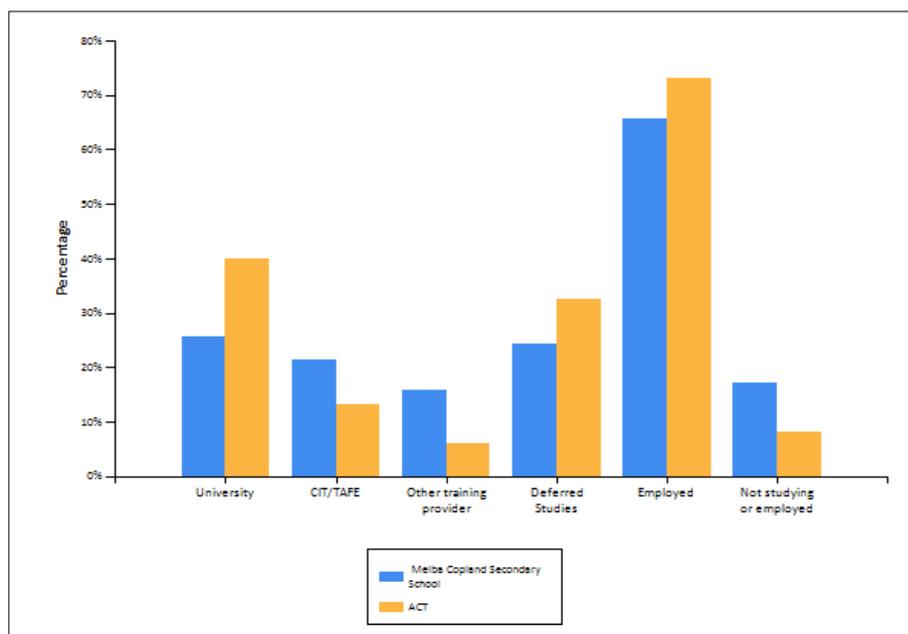
Disability Work, Information Technology, Children's Services, Automotive, Aged Care, Retail, Baking retail, Sport and Recreation, and Construction.

### Industry Links / Partnerships

- Information Technology - Intact, Academy of Interactive Entertainment (AIE), Australian Public Service
- Hospitality - CIT, Access Recognised Training, TEMPlar, Pizza Hut, McDonalds,
- Construction - CIT Bruce & Fyshwick Trades Master Builders Association - GRAPES, Capital Training Institute – White card & Asbestos Training
- Automotive – Toyota, Holden Slaven, National Capital Motors
- Children Services - Baringa Childcare Centre, The Learning Tree, Cooinda
- CIT Taster Programs - for Years 10-12
- Disability – Cranleigh School, Black Mountain School, Capital Careers, Koomarri
- Industry Link – Chambers of Commerce
- Supported Student Programs – Belconnen Community Services, Charity Computers, Slaven Holden, McDonalds, QUEST, Rotary
- Trade Taster Programs – Bunning's, Australian Training Company, HIA, MBA, CIT
- Australian Apprenticeship Centre's and Group Training Organisations - Australian Training Company, HIA, Australian Business Apprenticeship & MEGT
- ASBA Mentoring Support – LEAD and Australian Business Apprenticeships Mentoring Program
- My Future Program & Case Management – Belconnen Community Centre – Youth Connections

### Post school destination

The following graph show the 2014 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.



	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	25.7	21.4	15.7	24.3	65.7	17.1
ACT (%)	40.0	13.3	5.9	32.5	73.0	8.1

Source: Planning and Performance, December 2014

### 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 College Headstart Program launched in 2011 continues to highlight that year 10 students can excel in the same classes as year 11/12 at the college campus 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 many industry workplace providers continues to see students complete industry certification through sustainable partnerships 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 Lead School role for Science and Mathematics in developing new Australian Curriculum for ACT schools.

The current implementation of the IB Middle Years Program reflects a strong commitment to providing all students a challenging learning opportunity.

## Progress against School Priorities in 2014

### Priority 1

Enhance Student Learning and Performance

#### Targets

NAPLAN Results: To achieve expected growth for the 2014 year 9 'within school matched' students to within  $\pm 5$  percentage points of the expected growth for the 2013 'within school matched' year 9 students.

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 domains covered with this priority

Learning and Teaching, Leading and Managing

#### Progress

Contributing to achieving performance targets over the life of the 2013-2016 school plan, MCSS has demonstrated the following:

- The Middle Years Program (MYP) implementation is in progress with inquiry learning units being developed. We are continuing to apply differentiation strategies to unit design and to make inclusive, reasonable adjustments expanding as staff continue to develop their professional skills.
- Many executive teachers have completed the second level of specific curriculum area in the MYP International Baccalaureate (IB) Professional Learning held July 2014 in Melbourne.
- Teachers Annual Professional Discussion (APD) demonstrated a growing capacity and high level of commitment to the IB learner vision for MCSS.
- Visible Learning strategy has seen an investment in students developing 'portfolios' of work and increasing student 'ownership' of their learning.
- The year 7-12 MCSS 'Magellan' Gifted and Talented Program draft policy was completed for 2015 implementation and further development.

- Library resources were acquired to match assessment facilitated by sharing information from classes with the library team. Assignments were regularly provided to the library team for resource coordination.
- The new Learning Studio - Wellbeing Project was implemented in term 3 with a \$5000 grant. This has provided a new learning suite for students in the Learning Centre Program.
- Planning for the Trade Training Skills Centre and 2015 development are underway. MCSS is the lead school for Construction and Horticulture in the 7 school partnership.
- All annual Professional Discussions with teachers were completed. The introduction of the StaffPD online system to manage, approve and record all staff professional learning has acknowledged the consistent efforts of teachers to go beyond the requirements of TQI registration. Staff utilization of StaffPD for professional learning approval is excellent, supported by the weekly delegate approval process in place.
- The Professional Learning and Networking (PLAN) for teaching staff involved professional learning community (PLC) teams throughout the year and this was successful. The learning showcase conducted by each team demonstrated the strong value of teacher learning linked to professional practice.
- The FLEX10 action learning project adapted to the year 10 student cohort was successful in managing student behaviour and learning. This was established through the relocation of a small group of students to an alternate program at the college campus. The student case management strategy worked very well with increased levels of success across the group of students. Students from the FLEX10 program accessed several of the Flexible Learning Options (FLO) programs that were coordinated by central office staff.
- College Headstart and year 10 transition programs supported all students through the Moving Forward team interviews and College Course Selection interviews with parents/students.
- The successful MCSS Flexible Learning Option (FLO) Project supported by a grant of \$15000 partnered with the Police Citizens Youth Club (PCYC), Canberra Training Institute and the Brumbies. FLO is a program targeting students of low achievement and valuing and engaging in 'shorter' program success. Sixteen students achieved 50 certificate completions across the four separate courses delivered.
- The MYP commitment is the centre-piece for the school. Lead teacher roles focused on the learning and resources were established to extend the capacity for differentiation of learning.
- In term 4 MCSS convened a Growth Coaching International 2 day program for aspiring leaders with our partnerships primary schools, involving five MCSS teachers and eight from cluster primary schools.

- Year 12 student, Eylish Perry, was awarded the Australian and ACT School Apprentice of the year award. Eylish completed her Certificate III apprenticeship in the disability sector, hosted by Cranleigh School.

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

- NAPLAN results indicated the school maintained expected growth or better targets for year 9 'within school matched' students when compared with the previous year 9 students when taking into account the target range of  $\pm 5$  percentage points. The greatest increase in growth between the two cohorts has occurred in spelling and numeracy followed by grammar and punctuation. The 2014 NAPLAN results show that the least growth has occurred in reading and writing.

*Table: MCSS 2014 NAPLAN percentage growth targets compared to 2013 growth*

Domain	2013 Yr 7-9 Growth %	2014 Yr 7-9 Growth %	Target Range	Target
Reading	55.6	54.2	50.6-60.6	Achieved
Writing	52.1	50	47.1-57.1	Achieved
Spelling	29.2	64.6	24.2-34.2	Well above target
Grammar and Punctuation	59.7	62.5	54.7-64.7	Achieved
Numeracy	52.8	63.3	47.8-57.8	Above target

Source: SMART data

- The 2014 median ATAR was 67.40 compared to 77.0 in 2013. This is below our target of 75.
- In 2014, 75.29% of students achieved a Year 12 Certificate or equivalent, below our target of 90% and below the 2013 result of 88.16%.
- In 2014 82.9% of our students achieved post school participation in work or study below the target of 90%, yet above the 2013 result of 80.9%.

## Priority 2

Participation and Engagement

### Targets

Attendance Measures: 2 per cent improvement in each year level

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

Suspensions: not exceeding average of 10 per year level

### School improvement domains covered with this priority

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

## Progress

In working to achieve our performance targets over the life of the 2013-2016 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.

In working to achieve our performance targets over the life of the 2013-2016 school plan, MCSS has demonstrated the following:

- The year 6 Transition Officer (Leading Teacher Allowance position) has proven to be excellent for planning and launching NEW programs.
- The MCSS partnership school teacher exchange involved 30 partner primary School Leader B (SLB), School Leader C (SLC) and class teachers who met in term 3 and provided feedback and networking.
- The MCSS Dance Showcase Program in its third year involved six local primary schools.
- The MCSS launch of the Magellan Program for year 5/6 Gifted and Talented students was implemented each term and continues into 2015.
- Partnership school principal meetings promoting strategic partnership school projects for MCSS and five local primary schools were held fortnightly.
- Primary Gala Sports Programs involving MCSS students provided leadership and coordination opportunities for our students.
- Indigenous cultural promotion happened through the Buroinjin Primary Sports day in term 2, the High School Buroinjin Carnival in term 3, and the community carnival at the University of Canberra (UC) in 2014. The 2015 Buroinjin program was established.
- Buroinjin Community Carnival for youth suicide awareness held in term 4 attracted significant positive media coverage from the Canberra Times, ABC Radio and Win News media.
- Targeted indigenous student support was provided to Mount Rogers and Charnwood Dunlop by the MCSS Indigenous Education Officer.
- MCSS indigenous students were involved with the AIME (ANU and UC student mentors) program. MCSS was the first ACT school to register an agreement in ACT schools.
- An ongoing Indigenous student tutorial program was linked to student Professional Learning Plans (PLPs).
- A youth worker was involved in the Charnwood Dunlop (CD) Wellbeing Project (funded by CD wellbeing grant).
- In 2014 MCSS was awarded the National Secondary School 100 Year of ANZAC Commemoration Award (\$3000 prize).
- Extensive support was made available for the year 10 Transition to College Campus Program. It consisted of Moving Forward officer interviews with each year 10

student, information on year 10 programs (e.g. Aspire at UC), Work Ready Programs, White Card Training, and 10 student commencement of ASBAs. The College HeadStart year 10 in college classes had 30 enrolments.

- The year 11, 2015 course selection interviews (including IB) were matched to staff and scheduled in term 3.
- The year 9 College Curriculum Taster Program that was held in week 8 of term 3 saw a high level of student engagement. It was coordinated by the college careers team.
- New families were attracted to MCSS by the year 7-12 dual-campus model.
- There was growth in the international student program in semester 2 (it will be approaching 40 students for 2015)
- The launch of the MYP Enrichment Activities program for years 7-10 students occurred in semester 2 (16 activities). Teacher and student community feedback was very positive. Our vertical classes are going well. They include childcare (Miles Franklin Primary early years), and aged-care (Kangarra Waters).
- The leadership team activity enhanced the school environment and provided some new opportunities for year 7-10 students. The 2015 leadership program was established.
- GetInvolved@MCSS (extra-curricular activities) was expanded and heavily promoted to students and parents. Updated programs were made available on the school website and newsletters.
- The Talented Athlete Program was expanded to years 7-12 for 2014.
- The charity fundraising activity is growing with purpose. The charities included were Soldier On, Cancer Council (Jersey Day), Winter Sleepout (Homeless charity), PJ Day, and also included College Leadership weekly fundraising stalls.
- The Landcare, and GREEN Team were responsible for new recycle bins at the High School and College campuses. The College campus has achieved a sustainable school accreditation. The High School campus has planned for accreditation in 2015.
- The NAIDOC Assembly celebrated the Aboriginal and Torres Strait Islander (ATSI) culture. It was conducted by students. Parents were also invited to attend.
- Community leadership by our students recognised by the Order of Australia Committee Student Citizenship award presented to a Year 12 student. (4<sup>th</sup> consecutive year for a student from MCSS to achieve this high profile community recognition
- The Newsletter cycle is satisfactory and there is increasing use of Facebook, and daily notices using SOBS (online daily message board).
- There is increased publication of the MCSS promotion in partner primary newsletters including information on Open Nights and the Musical.
- The Google Apps utilization, the future platform for digital learning, involved a pilot class program in term 4. The whole school will be involved in Google Classroom implementation in 2015.

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

- Attendance Measures: In 2014 the target of a 2 per cent improvement in attendance from 2013 was not achieved for each year level as shown in the table below but was achieved at the year 11 level and is positive for year 9 and 10.

**Table: MCSS Attendance Rates by year level 2013-2014**

Year Level	2013 Attendance Rate %	2014 Attendance Rate %	Difference%
7	88.1	84.9	-3.2
8	86.1	84.3	-1.8
9	82.6	83.1	0.5
10	83.5	84.7	1.2
11	87.2	89.4	2.2
12	90.2	87.2	-3.0

Source: Planning and Performance

- Enrolment Retention: In 2014 the retention rate was 75%, an increase of 10 percentage points from 2013 but below the target of 80%
- Enrolments for Year enrolment: The year 7 enrolment in 2014 was 104 which was above our target of 100.
- Student suspension rates are below the target average of 10 per year level. (average of 8 for 2014 and 6 for 2013 based on school data).

### Priority 3

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

#### Targets

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

#### School improvement domains covered with this priority

Learning and Teaching, Student Engagement, Community Engagement

#### Progress

In contributing to achieving the performance targets over the life of the 2013-2016 school plan, MCSS has continued to invest significantly in improving student wellbeing and student learning outcomes as they are inextricably linked.

MCSS staff promote 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 commenced in 2010 we have implemented a revised MCSS Student Wellbeing policy and framework in 2014 to build on the principles of restorative justice and relational practices. The aim is to improve outcomes of student behaviour management. Relational practices are 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, combined with empathy and personal accountability.

Staff feedback indicates that 86 per cent of year 7-10 teachers, and 88 per cent of year 11-12 teachers agree they are supported. This is evident from the results of the survey question: *I am supported by the school in the management of student behaviour.* (Source: 2014 Satisfaction Survey)

In 2014 we have continued to provide teachers with targeted Professional Learning to provide them with opportunities to work on their teaching practices. This contributes to settled learning environments and assists teachers in managing appropriate behaviours in class. Staff feedback indicates a 98 per cent confirmation they are actively involved in professional learning. (Source: 2014 Satisfaction Survey)

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 8 students per year level, which is below the 2013-2016 target of 10 students per year level. Sustaining this across the life of the 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 9 percentage point improvement from 2012 for year 11-12 and a 2 percentage point gain for year 7-10 for student agreement with the question, *I feel safe at this school.* (Source: 2014 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, building towards full accreditation under the new framework introduced 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 a sample of the diversity and commitment exhibited in 2014:

- Wellbeing Framework and MCSS Wellbeing Policy documents revised and endorsed.
- Pastoral Care Program embeds social and emotional wellbeing topics.
- Cross-campus school captains meetings coordinated.
- Winter Sleepout for homeless charity support involved 70 staff and students.

- MCSS took a lead role in the National Day of Action against Bullying through the Pastoral Care Executive teacher and leadership student leaders participation in term 1 2014.
- Student agency demonstrated through 3 student representatives on School Board.
- MCSS Captains attended ANZAC National Commemoration.
- NAIDOC assembly was a student coordinated event.
- Student leadership groups on each campus focus on recycling and eliminating rubbish. Environmental Sustainability awareness growing. Recycling bins on both campuses.
- Energy efficient lighting being installed at both campuses using feed-in tariff benefits of solar power.
- Year 7-10 Enrichment Program off to very successful start in semester 2.
- 6 students involved in the International Baccalaureate Diploma Program. Two students attend IB World Student Conference in Brisbane.
- FLEX10 alternate learning program for selected Year 10 students. New opportunity for FLEX10 students. Strong parent support.
- Pasifika food and culture 'hangi' held at college in term 1. Now in the third year it is an established MCSS traditional event.
- The success of the PLAN Professional Learning Communities (PLC) is building a very strong teaching staff collaboration culture.
- Partnership Schools Action Research projects being designed for 2015.
- Indigenous Action Research Project for 2015 commitment with ETD support.
- MindMatters accreditation process continuing. Affected by changes of staff at Principals Australia Institute.
- Dance/Drama Year 9-12 students were involved in Mindmatters ACT schools performance evening. Exceptional feedback for the performance.

In relation to our progress against our identified targets for this priority:

- Note: As 2013 is the first year of a revised satisfaction survey where many questions changed. The target for the life of the 2013-2016 plan of 5 per cent average growth across student measures and a 3 per cent average growth across staff measures.
- In 2014, when compared with 2013 as a baseline, the overall student satisfaction at both campuses has maintained similar levels with an increase of 1.3 percentage points across the 12 questions contained in this annual report. While this is pleasing we were slightly short of our annual target by 1.7 percentage points to achieve a 5 percentage point increase by 2016.

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

<b>Item</b>	<b>2013 (%)</b>	<b>2014(%)</b>
My teachers expect me to do my best.	86	88
My teachers provide me with useful feedback about my school work.	66	65
Teachers at my school treat students fairly.	58	56
My school is well maintained.	41	48
I feel safe at my school.	60	60
I can talk to my teachers about my concerns.	59	56
Student behaviour is well managed at my school.	33	37
I like being at my school.	55	61
My school looks for ways to improve.	68	66
My school takes students' opinions seriously.	51	51
My teachers motivate me to learn.	58	63
My school gives me opportunities to do interesting things.	74	74
<b>Averages</b>	<b>59.1</b>	<b>60.4</b>

Source: 2014 School Satisfaction Surveys, September 2014

- The combined 7-12 teaching staff satisfaction data for 2014 was an average of 75% . While this is somewhat pleasing we did not reach our target of a three percentage point improvement. (Source: 2014 Satisfaction Survey)

## 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 approximately \$1100. (This includes costs for course registration and teacher replacement)

### Voluntary contributions

This school received \$6,917.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

### Reserves

Name and purpose	Amount	Expected Completion
Staffing Debt	51,000	May 2015

Financial Summary	
	31-Dec-14
<b>INCOME</b>	
Self management funds	1,195,277.92
Voluntary contributions	8,277.00
Contributions & donations	6,450.83
Subject contributions	11,532.78
External income (including community use)	22,548.30
Proceeds from sale of assets	
Bank Interest	11,977.00
<b>TOTAL INCOME</b>	<b>1,256,063.83</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	415,150.36
Cleaning	253,185.01
Security	120.00
Maintenance	126,042.73
Mandatory Maintenance	18,338.00
Administration	99,468.93
Staffing	180,316.50
Communication	29,696.65
Assets	12,985.87
Leases	7,177.59
General office expenditure	54,505.11
Educational	108,832.22
Subject consumables	26,019.97
<b>TOTAL EXPENDITURE</b>	<b>1,331,838.94</b>
<b>OPERATING RESULT</b>	<b>-75,775.11</b>
<b>Actual</b> Accumulated Funds	58,137.26
Outstanding commitments (mil)	804.01
<b>BALANCE</b>	<b>-18,441.86</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

<b>Parent Representatives:</b>	Jennifer Lewis	Ron Stewart
<b>Community Representative:</b>	Mark Huxley	
<b>Teacher Representatives:</b>	Gurdip Mahli	Terry Eveston
<b>Student Representative:</b>	Beth Thomas	Joshua Guest
	Shreya Goshal (Co-opted Student Member)	
<b>Board Chair:</b>	Jennifer Lewis	
<b>Principal:</b>	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 in 2014.

Principal Signature: \_\_\_\_\_

Date: 14/5/2015

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

Board Chair Signature: \_\_\_\_\_

Date: 14/5/2015