



Melba Copland Secondary School

Annual School Board Report 2016



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

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

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

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School Board Chair Report

Building Melba Copland Secondary School's (MCSS) capacity as Canberra's only 7-12 dual campus secondary school has provided a range of achievements and challenges.

A major achievement for MCSS is the recent authorisation in April 2016 as an International Baccalaureate (IB) Middle Years Programme (MYP 7-10) school. With support from the community and endorsed by the Board, the school leadership and staff have been diligent educational stewards for this significant change process. Key to the vision is providing a challenging framework that allows all students to make practical connections between their academic studies and the real world. Further, the MYP promotes fluency with the transition phase into senior secondary studies where the IB Diploma Program (DP) is delivered to students in years 11 and 12. The IB Diploma is widely recognised by the world's top leading university and tertiary institutions.

MCSS has integrated the Australian Curriculum (AC) with the IB framework, which provides a learning focus that encourages students to become creative, critical and reflective thinkers. Resources have been allocated for teacher professional development to provide the necessary support. Through the AC Achievement Standards and IB Learner Profile, MCSS will continue to develop a 7 - 12 school culture that fosters the development of skills for communication, independence towards learning, community service, intercultural understanding and global engagement - essential qualities for young people who are becoming global citizens.

MCSS offers students a modern and well-resourced learning environment. Both campuses have undergone significant refurbishments with the construction of the Trade Skills Centre for Hospitality, Construction and Horticulture completed in December 2015. Facility and technology modernisation on the college campus include: a learning HUB, a connect centre (youth worker), a community performance theatre, three 3D printers and a full motion flight simulator. On the junior campus in 2016 saw the completion of the library entrance refurbishment, and the planning for an area to be developed in 2017 for new approaches to learning and innovative teaching practices.

Designing and implementing structures for all elements of leadership, resource management, student engagement, community involvement in a unique ACT school setting must acknowledge the nuances, priorities and needs of each school campus. MCSS is committed to high quality education and provides conditions necessary for high performance through its advocacy of strong leadership, high expectations and teacher efficacy, a clear focus on 'what matters most' and ensuring an orderly and engaging learning environment.

MCSS places emphasis on:

- Building teaching and leadership capacity and expertise
- Providing structure and scaffolding for student learning
- Using data systematically to analyse trends and personalize learning
- Having strong professional learning teams
- Capitalizing on department initiatives, such as the performance and development culture
- Engendering pride in the school

MCSS continues on a journey to build on the preconditions for a high performance and sustainable school and is mindful that there is no 'quick fix'. The school's strategic approach will ensure improvement and change over the next 5 year cycle will be targeted towards our priorities outlined in our Strategic and Operational Plans.

Context

The School's 2016 population was 567 students. Substantial efforts over the past four years have been placed on building relationships within our feeder cluster primary schools and broader community. Since 2013 there has been a steady increase in high school enrolments (see school demographic data); however, the trend into Year 11 remains consistent.

In 2016, 10 percent of students are identified as students with a disability, 7 percent as Aboriginal or Torres Strait Islander students and 22 percent as students with English as an Additional Language or Dialect (EALD). The school includes a Learning Support Centre (LSC) on the High School campus and a Learning Support Unit (LSU) at the College. Approximately 75 percent of current students reside in the Priority Placement Area (PPA). Over the life of the School Plan (2013-2016), the number of students enrolled, the percentage of students with a disability and the percentage of students who reside in the PPA have remained reasonably consistent.

MCSS has an Index of Community Socio-Educational Advantage (ICSEA) see table: School demographic data, which is below the average ACT level.

Group	Number of Students
Year 7	118
Year 8	98
Year 9	79
Year 10	111
Year 11	73
Year 12	85

Source: School based data

Student Information

Student enrolment

In 2016 there were a total of 565 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	327
Female	238
Indigenous	26
LBOTE	134

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
7	91.0
8	91.0
9	87.0
10	88.0
11	89.0
12	94.0

Source: Planning and Analytics, December 2016

MCSS continues to build on a wide range of sustainable programs to engage students and the community. The MCSS Attendance Rates reflects significant improvement for 2016. Targeted Programs for Engagement have been identified such as:

- 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 and Honours Program.
- The Road Ready Program, White Card, Heights and Asbestos Training.
- Enrichment Activities program for years 7-12 students.
- The student leadership team held activities to enhance the school environment and provide a conduit for students to voice their opinions and concerns.

Strategic resourcing to enhance engagement through a broad communication strategy includes:

- School website (hosting newsletter and school publications), Monthly newsletter, Facebook, and daily notices using SOBS (online daily message board).
- The Google Apps utilization, the future platform for digital learning, involved a pilot class program in term 4. The whole school Google Classroom implementation in 2015.
- An ongoing Indigenous student tutorial program was linked to student Professional Learning Plans (PLPs).
- Students with special needs were supported by Individual Learning Plans (ILPs) and case management approaches where established to support students required additional support.
- 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)

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. The use of a mobile application for real-time roll marking (AppSense), communicating efficiently with parents/carers and improving data collection procedures. The overall average attendance rate for 2016 was 90.0%, a 1.2% improvement on 2015 (88.8%).

Staff Information

Teacher qualifications

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

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	72

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Melba Copland Secondary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	59
Teaching Staff: Full Time Equivalent	57.5
Non Teaching Staff: Head Count	32
Non Teaching Staff: Full Time Equivalent	24.2

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

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 182. Some key areas supported by volunteers include the Homework Centre, Magellan program, Pasifika community celebration and the MCSSS musical production.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

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

Melba Copland Secondary School was reviewed in 2016. A copy of the Review Report can be found on the school website.

School Satisfaction

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

Overall Satisfaction

In 2016, 73% of parents and carers, 80% of staff, and 74% of students at this school indicated they were satisfied with the education provided by the school.

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

The results for the 72 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	90
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	93
This school is well maintained.	58
Students feel safe at this school.	66
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	60
Students like being at this school.	79
This school looks for ways to improve.	85
This school takes staff opinions seriously.	74
Teachers at this school motivate students to learn.	89
Students' learning needs are being met at this school.	81
This school works with parents to support students' learning.	74
I receive useful feedback about my work at this school.	63
Staff are well supported at this school.	69

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 74 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	88
Teachers at this school provide my child with useful feedback about his or her school work.	69
Teachers at this school treat students fairly.	80
This school is well maintained.	74
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	62
My child likes being at this school.	80
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	65
Teachers at this school motivate my child to learn.	66
My child is making good progress at this school.	66
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	66

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 158 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	86
My teachers provide me with useful feedback about my school work.	64
Teachers at my school treat students fairly.	65
My school is well maintained.	54
I feel safe at my school.	63
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	43
I like being at my school.	66
My school looks for ways to improve.	72
My school takes students' opinions seriously.	60
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

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

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

Learning and Assessment

NAPLAN assessment

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

In 2016, 3.00 % of year 7 students and 4.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Melba Copland Secondary School 2016 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	526	558	543	601
Writing	482	519	492	557
Spelling	523	546	549	590
Grammar & Punctuation	523	552	551	588
Numeracy	529	556	559	597

Source: Planning and Analytics

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

Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving 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

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	86.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	87.00
Percentage of year 12 students receiving an ATAR	35.00
Highest ATAR achieved	98.95

Source: Board of Senior Secondary Studies 2016

Vocational and Career Education

In 2016 students from year 9 to 12 participated in 101 work experience and 12 structured workplace learning placements.

Australian School-based Apprenticeships (ASBA)

In 2016, 30 students were engaged in an ASBA. There were 44 in 2015, 32 in 2014, 34 in 2013, 30 in 2012 and 29 in 2011. This is a significant sustained outcome maintained by our careers and vocational education team.

Industry areas for ASBA's

Information Technology, Early Childhood, Business, Hairdressing, Horticulture, Aged Care, Commercial Cookery, Electrical, Automotive, Plumbing, Retail Services and Construction.

Industry Links / Partnerships

- Information Technology - Intact, Academy of Interactive Entertainment (AIE), Australian Public Service/Department of Finance

- Hospitality - CIT, Access Recognised Training, TEMPlar, Pizza Hut, McDonalds, Canberra Training Institute (RSA & RSG)
- Construction - CIT Bruce & Fyshwick Trades, MBA (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, Coinda, Flynn Early Childcare, Guardian
- Disability – Cranleigh School, Koomarri, Woolworths, Target, The Garden
- Supported Student Programs – Belconnen Community Services, The Tech Shed, McDonalds, Rotary (Funding), Royal Life Saving Society, Employment Plus
- Trade Taster Programs – Bunning’s, Australian Training Company, HIA, MBA, CIT
- Australian Apprenticeship Centre’s and Group Training Organisations - Australian Training Company, Sarina Russo, Australian Business Apprenticeships & MEGT
- ASBA Mentoring Support – LEAD
- Retail – Woolworths Belconnen & Dunlop (Disability WEX) Michael Prendergast (Bakery) & Paul Kelly Store Manager
- Education - UAC Presentation and ASPIRE Program (Indigenous) – University of Canberra, ANU (ANU Extension, Girls in Engineering, ANU School visit High school Students), & CIT

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 2016

VET Certificates (MCSS as the RTO)	Total
Certificate I	26
Certificate II	19
Total Certificates	45
VET Statements of Attainment (competency recognition) – Year 12	100

Post School Destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2016. 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 2016

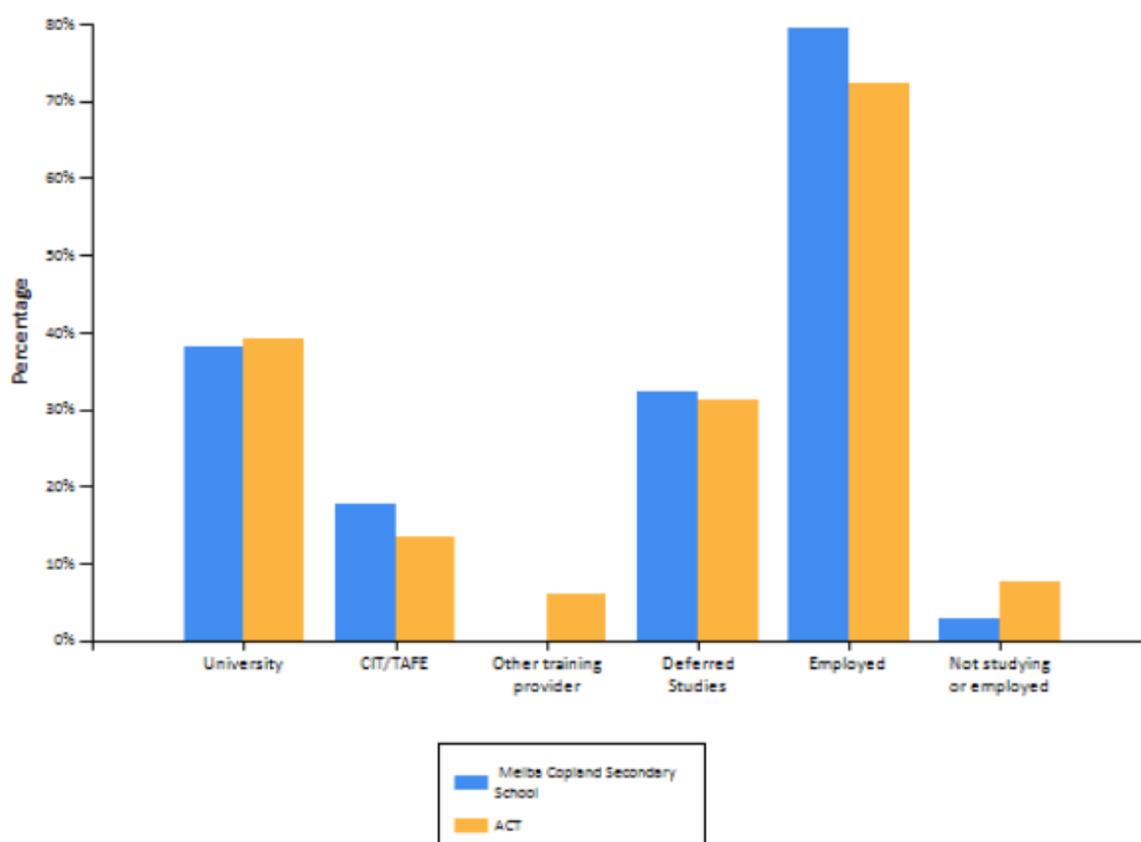


Table: Year 12 Outcomes for Students 2016

System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	38.2	17.6	0.0	32.4	79.4	2.9
ACT (%)	39.3	13.3	6.0	31.2	72.3	7.5

Source: Planning and Analytics

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 current implementation of the IB Middle Years Program reflects a strong commitment to providing all students a challenging learning opportunity. The Pre-College Unit Program offered to our year 10 students provides opportunities for extending academic needs as they are placed in the same classes as year 11/12 at the college campus. This has the added advantage of providing our Year 10 students with a smooth transition into Senior Secondary Education.

In 2014 MCSS launched the Magellan Gifted and Talented program for year 5 and 6 primary school students. In 2016 the success of this innovative program continues and MCSS has established Magellan programs from year 7, which includes the Magellan Fast PACE program catering for high achieving students through to year 10. Magellan’s Fast PACE implements best practices in educating gifted, talented and highly motivated and hardworking students. Entry into this program includes a comprehensive identification process, and involves an application and interview. The MCSS Honours Program aims to provide a range of enrichment and extension activities to all students with gifts and, or talents. It also serves to encourage and recognise the outstanding achievements of individual students and their contribution to the wider academic MCSS culture. Opportunities and specialist programs for all MCSS students include; aviation,

debating, academic competitions, leadership, computer and decoding programming, the arts (dance and drama) and sport, also cater for the specific needs of these students. Talented sports people are identified and invited into the Talented Athletes Program (TAP).

This is an exciting time for our school community as we are now an authorised International Baccalaureate Middle Years Program (MYP) for years 7-10. This now complements the International Baccalaureate (IB) Diploma Program has been established at the Year 11-12 College Campus for 13 years. The IB programs are widely recognised by the world's leading university and tertiary institutions, and have a clear focus on developing confident, caring, thinking, global citizens. It is also important to note the regional partnership implementing the IB we have had with Miles Franklin Primary school, now an authorised IB Primary Years Program School. This provides Belconnen students access to a K-12 internationally accredited learning and certification opportunity in addition to the ACT qualifications.

Expanding learning pathways for young people, MCSS has recently constructed a Trade Skills Centre for Hospitality, Construction and Horticulture at the High School campus as well as significant refurbishment in Hospitality and Horticulture at the College campus provides students access to vocational career learning and nationally accredited studies.

The relationship with many industry workplace providers continues to see students complete industry certification through sustainable partnerships serving the school and community.

Progress Against School Priorities in 2016

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

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

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

- Click here to access the Adobe PDF version

- Click here to access the Microsoft Word version

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

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

INCOME	January to June	July to December	January to December
Self management funds	602903.00	669757.98	1272660.98
Voluntary contributions	4200.00	1250.00	5450.00
Contributions & donations	3805.50	1512.64	5318.14
Subject contributions	3955.00	4365.00	8320.00
External income (including community use)	29180.00	20731.82	49911.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7202.67	7495.57	14698.24
TOTAL INCOME	651246.17	705113.01	1356359.18
EXPENDITURE			
Utilities and general overheads	123580.01	205240.38	328820.39
Cleaning	132035.78	137077.99	269113.77
Security	51.82	207.00	258.82
Maintenance	140559.74	184949.19	325508.93
Administration	35932.49	46600.30	82532.79
Staffing	0.00	0.00	0.00
Communication	16688.04	5728.35	22416.39
Assets	13634.12	9754.12	23388.24
Leases	4679.28	4264.49	8943.77
General office expenditure	21103.80	24719.05	45822.85
Educational	59457.31	33545.04	93002.35
Subject consumables	16882.00	19266.99	36148.99
TOTAL EXPENDITURE	564604.39	671352.90	1235957.29
OPERATING RESULT	86641.78	33760.11	120401.89
Actual Accumulated Funds	150931.94	187454.73	187454.73
Outstanding commitments (minus)	-15563.22	0.00	-15563.22
BALANCE	222010.50	221214.84	292293.40

Professional Learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was approximately \$2,000. This includes costs for course registrations, accommodation and travel, in addition to costs associated with teacher replacement and release.

Voluntary Contributions

The funds listed were used to support the general and subject area operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Voluntary Contributions	\$5450.00
Subject Contributions	\$49911.82

Reserves

Name and Purpose	Amount	Expected Completion
Building Maintenance Reserve High School Toilet Upgrade is in support of works requested by students to improve access and quality of facilities.	\$100,000	Awaiting opportunity for ICW building maintenance to co-contribute to building project.

