

# 2016 Annual Report to the School Community



School Name: Scoresby Secondary College

School Number: 8307



Name of School Principal:	Gail Major
Name of School Council President:	Cindy Lopes
Date of Endorsement:	23 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Scoresby Secondary College is a small Secondary School which has had a 30% increase in Yr 7 enrolments. The College serves the communities of Scoresby, Knoxfield, Ferntree Gully and surrounding suburbs of Rowville, Lysterfield, Wantirna South and Boronia. The College is structured around two sub schools and has a strong Code of Conduct providing for a safe and orderly environment. The College sets high expectations and promotes active participation to empower students to aim for their personal best and take on responsibility for their own behaviour and learning. Students study a core program across all learning areas with a broad range of subject choices as they move into Senior School. The extra-curricular program includes an exceptional music program, performing arts production, camps/ tours, student leadership opportunities and sport. The College is well serviced by our purposeful teaching and learning spaces, a senior school study hub, resource centre, science laboratories, careers, extensive playing fields, gymnasium, landscaped grounds and new and emerging technologies. The College prides itself on the establishment of business, industry and tertiary education partnerships for the provision of authentic learning opportunities and relationships with Knox schools.

### Framework for Improving Student Outcomes (FISO)

Scoresby Secondary College set goals around all four of DET key FISO area with two being focus areas 'building excellence in teaching and learning' and 'creating a positive climate for learning'. These two areas underpin our work on building quality teacher practice, curriculum planning and assessment, setting high expectations and empowering students and building school pride with our priorities in the core areas of literacy and numeracy. The College led an Outer East numeracy FISO group. The College at the same time actively participated in a literacy FISO and Knox writing groups. These together with staff professional learning exposure to expert presenters and participation in Bastow Leadership programs have all raise student outcomes. Teachers have become more proficient in using literacy and numeracy data to inform practice and are applying each of the elements within the College instructional model more strategically. This framework for improvement should continue to see continuous improvement in the years ahead.

### Achievement

Scoresby Secondary College student growth in NAPLAN exceeded targets to be one of the highest growth achievements in literacy nationally with the rate of growth evident but not as high in numeracy. The success in the reading and writing strategies used are clearly evident. There were some outstanding results at VCE level with top scores in Specialist Mathematics and Physics with other study scores above 40 obtained in Mathematics Methods and Legal Studies. The 2016 Dux achieved an ATAR of 97.8. There is work to be done to lift the lower achievers at VCE level. 98% of VCAL students successfully completed the program obtaining a senior secondary certificate in addition to a national training qualification. 2016 school improvement is a culmination of a broad 7 to 12 curriculum supported by student motivation, dedicated teachers and support staff.

#### Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Engagement of students and their families in education leads to better outcomes. Student attendance for Scoresby Secondary College is similar to other government schools with higher rates at senior levels. In order to ensure student attendance is maintained, the College has continued to allocated resources to a student absence hotline with unapproved absence follow up on the same day. The rigour of the College attendance policies and practice is now understood by the majority of students and families. Where frequent unapproved absenteeism occurs it is referred to the DET attendance officer. The College student retention is also similar to other schools. Student exit data for years 7-9 indicates the majority of exits are a result of family relocation, whereas from Years 10- 12 student exits highlight student entry into further studies or full time employment. 100% of students who applied for tertiary places following Year 12 were successful in obtaining their choice of tertiary study.

### Wellbeing

The College has a Student Services Team who provide wellbeing support. This team consists of a welfare coordinator, full time chaplain, special needs coordinator and experienced first aid staff. The College is appreciative of DET allocation of Student Support personnel to the College including a Psychologist, Social Worker and other specialized services each week. The College recognizes the relationship between authentic student voice and student wellbeing and will continue to investigate ways to provide greater opportunities for students in this area. Student perceptions of safety were high which is consistent with the parent opinion survey. Student connectedness to school data is lower in secondary schools. Despite this the College continues to work with the student leadership team and focus groups to identify the inconsistencies between the data and the pride students show in their College.

For more detailed information regarding our school please visit our website at  
[\[www.scoresby.sc.vic.edu.au\]](http://www.scoresby.sc.vic.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

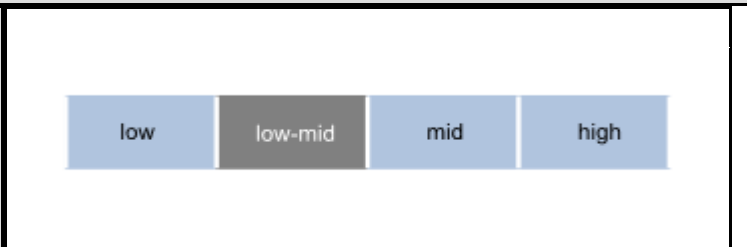
### School Profile

**Enrolment Profile**

A total of 288 students were enrolled at this school in 2016, 131 female and 158 male. There were 5% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



**Parent Satisfaction Summary**

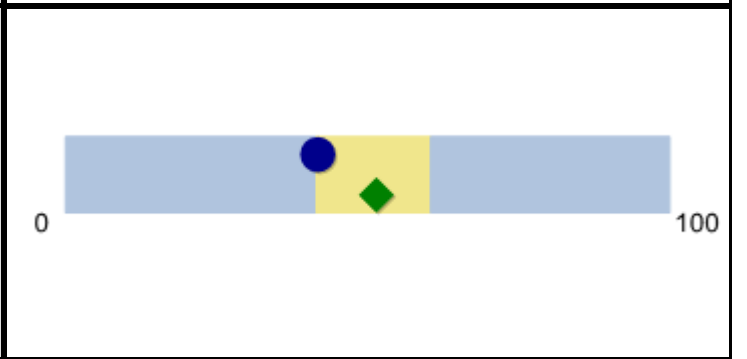
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<ul style="list-style-type: none"> <li><span style="color: blue; font-size: 24px;">●</span> Higher</li> <li><span style="color: green; font-size: 24px;">●</span> Similar</li> <li><span style="color: green; font-size: 24px;">●</span> Similar</li> <li><span style="color: green; font-size: 24px;">●</span> Similar</li> </ul>

## Performance Summary

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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>58%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>64%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>52%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	37%	37%	Numeracy	27%	58%	15%	Writing	19%	58%	23%	Spelling	28%	64%	8%	Grammar and Punctuation	28%	52%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>98%</b>                  Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>34%</b>                  VET units of competence satisfactorily completed in 2016: <b>93%</b>                  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>81%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>88 %</td> <td>83 %</td> <td>88 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	88 %	83 %	88 %	93 %	94 %	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	88 %	83 %	88 %	93 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p>												



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

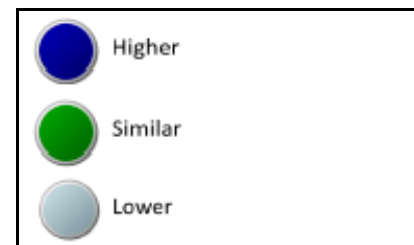
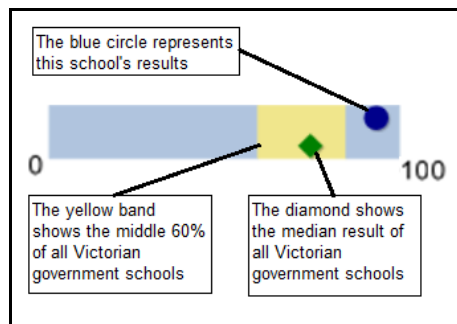
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

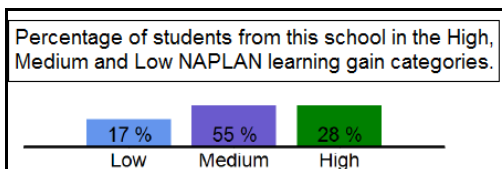
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,324,916
Government Provided DET Grants	\$637,742
Government Grants Commonwealth	\$3,417
Government Grants State	\$616
Revenue Other	\$160,634
Locally Raised Funds	\$609,687
<b>Total Operating Revenue</b>	<b>\$4,737,011</b>

Expenditure	
Student Resource Package	\$3,483,304
Books & Publications	\$3,597
Communication Costs	\$24,394
Consumables	\$109,655
Miscellaneous Expense	\$426,031
Professional Development	\$27,503
Property and Equipment Services	\$214,462
Salaries & Allowances	\$143,458
Trading & Fundraising	\$60,466
Travel & Subsistence	\$1,748
Utilities	\$73,439
<b>Total Operating Expenditure</b>	<b>\$4,568,058</b>

**Net Operating Surplus/-Deficit** **\$168,953**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$58,880
Official Account	\$10,380
Other Accounts	\$128,235
<b>Total Funds Available</b>	<b>\$197,494</b>

Financial Commitments	
Operating Reserve	\$19,258
Revenue Received in Advance	\$119,167
School Based Programs	\$6,675
Repayable to DET	\$29,652
Other recurrent expenditure	\$32,363
<b>Total Financial Commitments</b>	<b>\$207,115</b>

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*