

2018 Annual Report to The School Community



School Name: Scoresby Secondary College (8307)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 11:41 AM by Gail Major (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 03:45 PM by Cindy Lopes (School Council President)

About Our School

School context

Scoresby Secondary College's vision is to be the College of choice and to be respected by parents, community, tertiary providers and employers. There is evidence of the vision becoming a reality as the College continued to grow with a 30% increase in Year 7 enrolments. The College is a small secondary school that serves the communities of Scoresby, Knoxfield, Ferntree Gully and surrounding suburbs of Rowville, Lysterfield, Wantirna South and Boronia. Scoresby Secondary College's core purpose is to provide a safe, supportive and challenging learning environment that focusses on nurturing the whole person in order to develop active and self-aware contributors to our global community. 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, 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 is recognised for strong tertiary, business and industry partnerships, authentic student voice and agency and growth in student outcomes.

Framework for Improving Student Outcomes (FISO)

The College FISO improvement initiatives in 2018 were building practice excellence, further develop a positive climate for learning and building leadership capacity. The major improvement strategies were built around curriculum mapping and implementation of our instructional model to improve literacy, numeracy and VCE outcomes, high expectations and establishment of high performing teams. Progress was significant across all priority areas with the Scoresby Instructional Model being used by all staff. In 2018 significant professional learning was incorporated into induction programs for new staff to ensure continuity and consistency of use of the model. A fully documented curriculum scoped and sequenced to VCE and employability skills provided a guaranteed and viable teaching program. A positive learning climate is visible and the pride students and staff display on a daily basis is being recognised through learning growth and increased enrolments. High expectations, student voice and advocacy and professional collaboration are evident. Highlights were recognition of our significant student growth in VCE and NAPLAN which provided staff and students reward for their efforts.

Achievement

Scoresby Secondary College achievement has shown high growth in VCE and numeracy. The achievement in VCE has resulted from the work not just in 2018 but also the two previous years. The scoped and sequenced curriculum 7-12, building of teacher practice, implementation of our VCE improvement strategy including moderation, teacher professional learning and teachers assessing for the Victorian Curriculum and Assessment Authority have all been major contributors. Leading the Numeracy FISO with local primary schools, employment of an instructional leader to lead data and numeracy and participation in the PLC initiative have built the learning confidence and capacity of staff and students in this achievement area. Teacher teams for the teaching of English and Mathematics has facilitated greater differentiation for literacy and numeracy. Early intervention programs such as Quicksmart and NIPS have supported achievement and raised student learning confidence. Future directions are to include establishing data informed teaching practice and a whole school focus on a growth mindset.

Engagement

Engagement of students and their families in education leads to better outcomes. Engaging curriculum unit design, quality teacher practice, classroom observation, student voice and feedback have contributed to positive

and engaging lessons. Student attendance data has continued to be impacted by a small number of students with long term health issues and a concerning number of families taking extended periods of time with their children for holidays during the school year. The College has worked extensively to ensure high student attendance is maintained and continues to allocate 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 fluctuates as the rapid changes in the local housing market continues forcing out cheaper rentals with investors rebuilding multi dwellings. 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. An extensive careers education program, excellent VCAL program and partnerships with business and industry have continued to provide strong foundations for student pathways for those seeking employment direct from school. Future directions include introducing a Middle School Certificate with a minimum attendance requirement and continued growth in partnerships with families, tertiary providers, business and industry.

Wellbeing

The College has an experienced Student Services Team who case manage and provide wellbeing support. The team consists of a welfare coordinator, 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. In 2018 the Doctors in Schools Program commenced with excellent feedback from students, parents and staff. The College recognises the relationship between authentic student voice and student wellbeing and continues to investigate ways to provide greater opportunities for students in this area. All students in Years 7-10 participated in the Respectful Relationships Education Program and staff continued to provide professional learning for other schools as a lead school for the Department. Student perceptions of safety were high which is consistent with the parent opinion survey. Student connectedness to school data like all secondary schools has increased but is still not as high as primary school data. 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.

Financial performance and position

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. Scoresby Secondary College has a strong finance committee with parent and community representatives from business. Their work has been valued throughout 2018 to minimise the deficit. The ageing physical facilities continue to impact on maintenance costs. The College has appreciated the Commonwealth funding which covers two days for employment of a chaplain and equity funding which has supported literacy and numeracy programs.

For more detailed information regarding our school please visit our website at
<http://www.scoresbysc.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 245 students were enrolled at this school in 2018, 110 female and 135 male.

4 percent were EAL (English as an Additional Language) students and 4 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

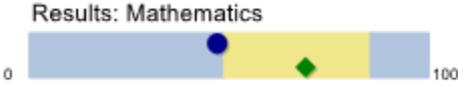
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<ul style="list-style-type: none">  Similar  Similar  Higher  Higher

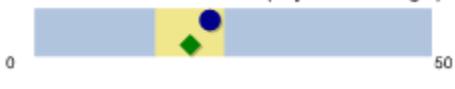
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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>		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> ● Higher </div> <div style="display: flex; align-items: center;"> ● Similar </div> </div>
<p>Students in 2018 who satisfactorily completed their VCE: 100% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 51% VET units of competence satisfactorily completed in 2018: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 100%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>87 %</td> <td>83 %</td> <td>85 %</td> <td>87 %</td> <td>88 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	83 %	85 %	87 %	88 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	83 %	85 %	87 %	88 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,998,223	High Yield Investment Account	\$55,582
Government Provided DET Grants	\$405,080	Official Account	\$25,510
Government Grants Commonwealth	\$12,508	Other Accounts	\$70,241
Government Grants State	\$11,705	Total Funds Available	\$151,333
Revenue Other	\$96,222		
Locally Raised Funds	\$270,012		
Total Operating Revenue	\$3,793,751		
Equity¹			
Equity (Social Disadvantage)	\$164,180		
Equity (Catch Up)	\$19,763		
Equity Total	\$183,942		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,418,048	Operating Reserve	\$151,324
Books & Publications	\$4,324	Other Recurrent Expenditure	\$5,815
Communication Costs	\$21,081	Funds Received in Advance	\$382,173
Consumables	\$91,042	Cooperative Bank Account	\$16,839
Miscellaneous Expense ³	\$349,463	Repayable to the Department	\$448,251
Professional Development	\$25,762	Total Financial Commitments	\$1,004,403
Property and Equipment Services	\$192,820		
Salaries & Allowances ⁴	\$156,707		
Trading & Fundraising	\$33,141		
Travel & Subsistence	\$290		
Utilities	\$80,662		
Total Operating Expenditure	\$4,373,341		
Net Operating Surplus/-Deficit	(\$579,589)		
Asset Acquisitions	\$12		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

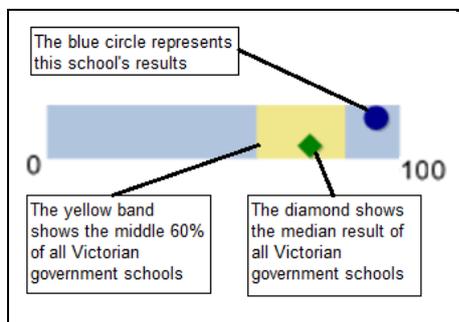
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

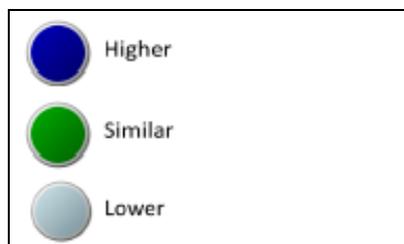


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').