

2015 Annual Report to the School Community

Yarram Secondary College

School Number: 8490



Name of School Principal:

David Mowbray

Name of School Council President:

Alison Payne

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Yarram Secondary College is working to develop a connected global learning community. We are committed to achieving high level opportunities for our students to work alongside local mentors and organizations, as well as learning from practical experiences and partnerships from international communities, including China and Cambodia. Yarram Secondary College aims to provide a positive, safe and welcoming environment that encourages personal responsibility and respect for the rights of others.

Yarram Secondary College is committed to providing for the wide range of student interests, abilities and aspirations of our increasingly diverse student population. Along with the traditional range of educational pathways the staff and leadership of the college are focused on developing a more engaging and personalized curriculum that will cater for the changing needs of students and enhance student engagement and motivation for learning in the 21st century.

In 2015: we completed a MOU with FRRR to enable us to access funds to support our *Broadening Horizons* Year 8, Yr 9 Community and Yr 10 Beacon programs; continued to expand our tertiary partnerships with strong links to Federation University and South Gippsland Secondary College Yr 12 English programs and expanded our career support and pathways programs from Yr 8-12.

The school experienced minimal changes in staffing with: 40.9 equivalent full-time staff - 2 principal class (4%), 60% teachers and 35% Education Support Staff. The school achieved similar or higher median performance results as compared to all other Victorian Government Schools in most indicative categories.

Achievement

We had many individual student performances in VCE results that were very strong with several 40 plus and many 35+ plus subject scores. The Mean study score jump significantly as a result and against the recent declining trend results, however it still sits below the state median. Reading and Numeracy NAPLAN trend results are strong for both Yrs 7&9. However, a concern with the Year 9 cohort indicates a drop from trending results. Learning Gain results (7-9) in Numeracy is very positive with 81% gains in the Medium or High growth sectors and these results are consistent in their alignment with internal teacher AusVELs judgements. We do have measures in place to address Literacy levels that are still below what is required for high level engagement and success in later years

All PSD students demonstrated satisfactory growth and progress in ABLES measures, life skills and IEP goals.

The future focus on highly effective teaching practice builds around imbedding an explicit quality learning task with now established delivery of clearly stated learning intention, defined success criteria and formative feedback practices.

Renewed KLD focus and introduction of the Triads approach is impacting on staff capacity to focus more clearly on student learning, data analysis measuring both growth and achievement, collaborative design of curriculum programs and collective moderation of student work.

Engagement

Our Students Attitudes to School were higher in comparison to other schools, with Year 7 achieving very positive results. "Students" has been re-confirmed as a top three priority for 2016 with key foci on capabilities, relationships, student voice, and goal setting. Further work will continue to be imbedded in connecting with a more evidenced-based teaching practice and reflection involving student learning surveys and principal learning walks.

Parent satisfaction with the school was down on previous results, but still had 80% neutral to agreed levels of satisfaction as we transitioned into the digital communication delivery. However, we did have higher parent participation rates in the annual parent Opinion survey.

Staff engagement reflected in the School Staff Survey indicated that our focus work to improve trust, collaboration and collective factors to drive the school improvement agenda was successful and highlighted a clear change in how people operate within the school structures.

Established extra-curricular programs - annual production, music, work experience, Beacon initiatives at Years 8 and 10, community program at Year 9, new House sports days and camps -underpin high level student engagement and outstanding education opportunities and continue to be key educational experiences for all students.

Wellbeing

The yearly and trend average of student absence days fell below the Victorian median our higher school comparison rating indicates that our monitoring, parent communication and student support strategies are highly effective, and we will continue to improve in this area with expanded MIPS, IEPs and Individual Learning Plans developed for all students.

Transition from feeder primary schools is well established with strong links providing a comprehensive and supportive program that exceeds Network and Statewide expectations.

School-Wide Positive Behaviour Support has been established in the school and effective strategies for setting high expectations, managing disruptive behaviours and acknowledging positive behaviours are proving very effective. Working well is our SWPBS team with strong links being established with the Wellington Network team training days to seek ongoing improvement in delivering a positive learning environment that supports higher engagement and student learning outcomes. We continue to identify and manage students at risk through establishing an early warning indicators and partnership with Child First school case worker in developing better wrap around service for these students.

Productivity

To provide a more collaborative and impactful teaching faculty we re-designed our meeting schedule that allows sub-schools and KLDs to be more inclusive and collective in ensuring the school meets improvement goals. The Professional Development Program has been reconfigured to ensure equity, improved ongoing professional learning, and a multi evidenced-based reflective approach.

"Compass" student management package has allowed the school to eliminate multiple disconnected student management programs and allow a more streamlined and efficient support model for all staff with real time parent communications and monitoring features that required some return to more traditional methods because of low access by parents.

The school has established better delivery in a more comprehensive and effective pathways program from Year 7 to Workforce or Tertiary education destinations via our new careers program model.

An allocation of extra staff to the Year 9 Community program created more flexible delivery of this highly personalised program. Also, the time tabling of staff to supervised Year 11 and 12 study periods, along with assignment of mentors to Year 12 students gives the school a strong and personalised support structure to enable improved VCE student outcomes.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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 301 students were enrolled at this school in 2015, 140 female and 162 male. There were < 10% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

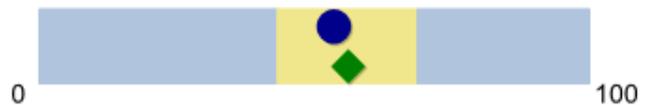
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

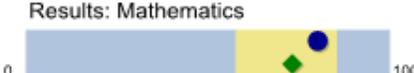
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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"> Lower Similar Similar Similar

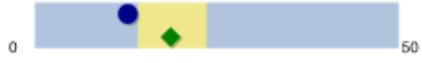
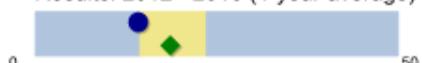
Performance Summary

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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 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 Student Outcomes</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	47%	23%	Numeracy	32%	39%	30%	Writing	35%	53%	12%	Spelling	21%	49%	30%	Grammar and Punctuation	26%	53%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2015 who satisfactorily completed their VCE: 89% Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: 64% VET units of competence satisfactorily completed in 2015: 90% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 100%</p>																										

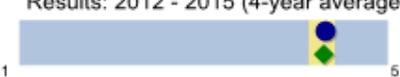
Performance Summary

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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="602 764 1024 856"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	93 %	94 %	92 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	94 %	93 %	94 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>												

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

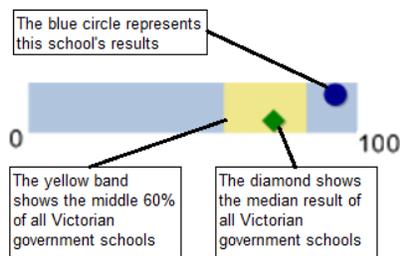
What are student outcomes?

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 colleges, 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.



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.

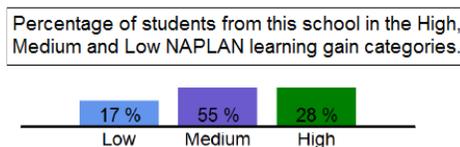
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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>

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).

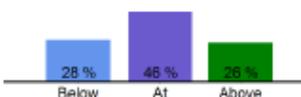
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What 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.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,639,031	High Yield Investment Account	\$429,188
Government Provided DET Grants	\$669,559	Official Account	\$23,895
Government Grants State	\$9,725	Other Accounts	\$57,181
Revenue Other	\$92,902	Total Funds Available	\$510,264
Locally Raised Funds	\$459,409		
Total Operating Revenue	\$4,870,627		
Expenditure		Financial Commitments	
Student Resource Package	\$3,548,482	Operating Reserve	\$179,680
Books & Publications	\$9,384	Asset/Equipment Replacement < 12 months	\$31,700
Communication Costs	\$8,172	Capital - Buildings/Grounds incl SMS<12 months	\$64,500
Consumables	\$105,060	Maintenance - Buildings/Grounds incl SMS<12 months	\$37,000
Miscellaneous Expense	\$240,179	Beneficiary/Memorial Accounts	\$10,847
Professional Development	\$24,723	School Based Programs	\$88,181
Property and Equipment Services	\$312,406	Provision Accounts	\$46,334
Salaries & Allowances	\$148,083	Other recurrent expenditure	\$52,022
Trading & Fundraising	\$247,778	Total Financial Commitments	\$510,264
Travel & Subsistence	\$8,287		
Utilities	\$55,871		
Total Operating Expenditure	\$4,708,426		
Net Operating Surplus/-Deficit	\$162,201		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

The school finished 2015 with our global budget showing a surplus again. The school's key strategy is to not reduce our current staffing level over the next few years and in line with the new Education State initiative actually assign more resources to closing the gap for disadvantage students. Late in the year the school also secured additional funding from FRRR to support our Years 8-10 Community / Careers based programs.