

## 2014 Annual Report to the School Community

Yarram Secondary College

School Number: 8490



Name of School Principal: **David Mowbray**

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Name of School Council President: **Alison Missen**

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Date of Endorsement: **10<sup>th</sup> March 2015**

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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 - languages program' minimum standards until 31 December 2014.

## 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 21<sup>st</sup> century.

In 2014: we completed our Year 10 Beacon Foundation work and explored transition to *eBeacon* for 2015; initiated the *Broadening Horizons* Year 8 partnership with the Department of Environment and Primary Industry; continued to expand our tertiary partnerships with strong links to *Schools Access Monash*, Federation University and RMIT (SNAP) programs and pathways.

The school experienced a principal leadership change - phased in over terms 2, 3 and 4, and in 2014 the workforce composition was: 41.22 equivalent full-time staff - 2 principal class, 28 teachers and 18 Education Support Staff. Even with such change the school achieved similar or higher median performance results as compared to all other Victorian Government Schools in most indicative categories.

### Achievement

Individual student performances in VCE results were very positive with several 80 plus and one 90 plus ATAR scores. However, the Mean study score trend result is declining and sits below state median.

Reading and Numeracy NAPLAN results versus the National Minimum Standards and Median scores of all Victorian government schools are equal or better.

Learning Gain (7-9) in Numeracy is very positive with 80% gains Medium or High. These results are aligned with internal teacher AusVELs judgements.

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 PLTs are redirected to teacher impact 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 contra indicative - similar or higher in comparison to other schools, but internally trending downward, in overall Year 7-12 in all areas, since 2010. "Students" has been identified, in the annual staff review, as a top three priority for 2015 with focus on leadership, student voice, and goal setting. Further work will connect with a more evidenced-based teaching practice and reflection involving student learning surveys and principal learning walks. Parent engagement with the school was very positively indicated with high levels of satisfaction and improvement in 15/18 of the components in the annual parent Opinion survey.

Staff engagement reflected in the School Staff Survey indicated further work is needed to improve trust, collaboration and collective factors to drive any future school improvement agenda identified in the High Performing School plan for 2015.

Established extra-curricular programs - annual production, music, work experience, Beacon initiatives at Years 8 and 10, community program at Year 9, revamped House sports and camps - underpin high level student engagement and outstanding education opportunities and will continue to be implemented in the future.

### Wellbeing

Although 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. A network focus on electronic data tracking sheets seeks to improve the quality of information sharing between schools.

School-Wide Positive Behaviour Support is ongoing, but only emerging work that has established effective strategies for major disruptive behaviours and an embedded reward system - VIVO. Working alongside Maffra, as Mentor school, and within the Wellington Network team training days the school will seek further 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 have 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.

The Purchase of "Compass" software 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.

The school has conducted a Careers Benchmarking of Quality evaluation to establish how to better deliver a more comprehensive and effective pathways program from Year 7 to Workforce or Tertiary education destinations.

An allocation of extra staff to the Year 9 Community program has 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.yarramsc.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 317 students were enrolled at this school in 2014, 151 female and 166 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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

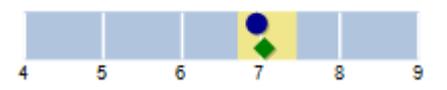
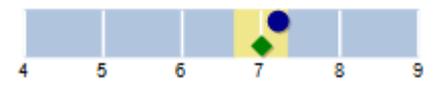
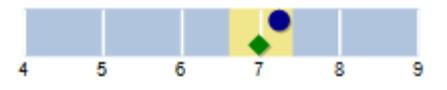
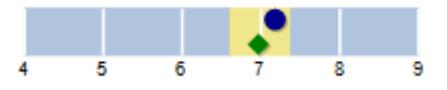
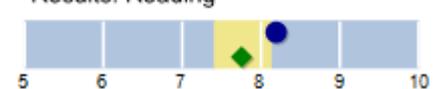
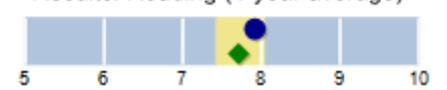
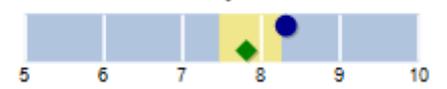
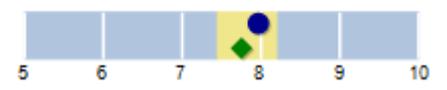
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

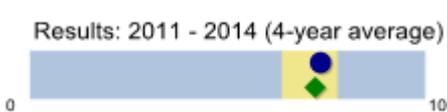
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>	<p><b>Reading</b> Low: 25%, Medium: 64%, High: 11%</p> <p><b>Numeracy</b> Low: 20%, Medium: 56%, High: 24%</p> <p><b>Writing</b> Low: 31%, Medium: 49%, High: 20%</p> <p><b>Spelling</b> Low: 17%, Medium: 59%, High: 24%</p> <p><b>Grammar and Punctuation</b> Low: 20%, Medium: 41%, High: 39%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 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>	<p><b>Reading</b> Low: 27%, Medium: 58%, High: 16%</p> <p><b>Numeracy</b> Low: 19%, Medium: 63%, High: 18%</p> <p><b>Writing</b> Low: 46%, Medium: 41%, High: 13%</p> <p><b>Spelling</b> Low: 30%, Medium: 59%, High: 11%</p> <p><b>Grammar and Punctuation</b> Low: 22%, Medium: 57%, High: 22%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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><b>Results: 2014</b> 0 to 50 scale, school result (blue circle) is above the state median (green diamond).</p> <p><b>Results: 2011 - 2014 (4-year average)</b> 0 to 50 scale, school result (blue circle) is above the state median (green diamond).</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **58%**  
 VET units of competence satisfactorily completed in 2014: **83%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **93%**

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>95 %</td> <td>89 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	89 %	93 %	91 %	91 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	89 %	93 %	91 %	91 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> 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>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes 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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

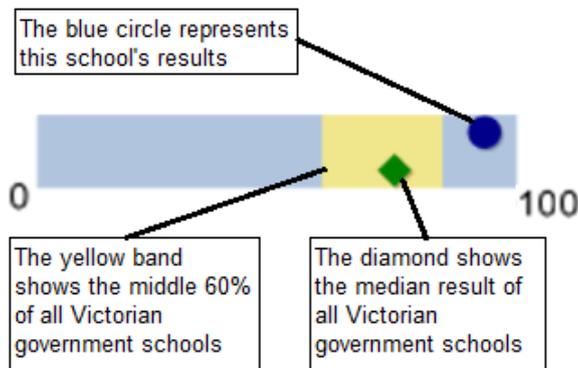
## What are student outcomes?

*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.

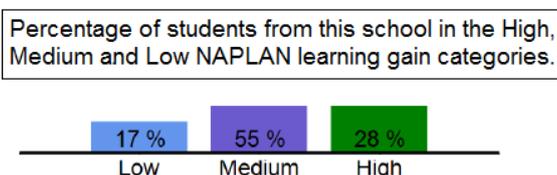
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,583,671
Government Provided DE&T Grants	\$538,318
Revenue Other	\$34,439
Locally Raised Funds	\$394,270
<b>Total Operating Revenue</b>	<b>\$4,550,698</b>

Funds Available	Actual
High Yield Investment Account	\$366,202
Official Account	\$3,885
Other Accounts	\$64,371
<b>Total Funds Available</b>	<b>\$434,458</b>

Expenditure	
Student Resource Package	\$3,434,796
Books & Publications	\$14,655
Communication Costs	\$9,011
Consumables	\$112,452
Miscellaneous Expense	\$243,475
Professional Development	\$21,948
Property and Equipment Services	\$195,286
Salaries & Allowances	\$104,154
Trading & Fundraising	\$127,461
Travel & Subsistence	\$11,473
Utilities	\$64,068
<b>Total Operating Expenditure</b>	<b>\$4,338,778</b>

Financial Commitments	
Operating Reserve	\$143,997
Asset/Equipment Replacement < 12 months	\$4,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$18,000
Beneficiary/Memorial Accounts	\$11,226
Revenue Received in Advance	\$14,544
School Based Programs	\$123,935
Provision Accounts	\$52,645
Other recurrent expenditure	\$66,110
<b>Total Financial Commitments</b>	<b>\$434,458</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$211,920</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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.

### Financial performance and position commentary

The school finished 2014 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. Mindful of this, carrying over our surplus enables us to cover the following contingencies: our student numbers declining each year; keeping in mind some staff returning from family leave and some moving back to their 'base school'; and some staff taking extended leave. We have also rearranged some of the non-teaching responsibilities, such as, Careers and Librarian from teaching staff to ES staff.

Our school programs were supported by the following grants: Advance (\$7725); Virtual Learning Network (\$10000); Bully Stoppers (\$8550); Exam Supervisor (\$4731); SWPBS (\$2000); and Data Collection of Students with Disabilities (\$1500).