

# 2018 Annual Report to The School Community



School Name: **Orbost Secondary College (8215)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 26 April 2019 at 11:32 AM by Peter Seal (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 29 April 2019 at 06:13 PM by Cathy Healey (School Council President)

## About Our School

### School context

Orbost sits on the Snowy River Coastal Plain and at the southern end of the Great Dividing Range. Our school is located on the shared traditional lands of the Gunnai Kurnai and Monaro people in Far East Gippsland. Our location and distance from large centres, whilst creating challenges, allows us creativity and diversity of options that provide a unique learning and working experience for our students and staff. We are proud of our well-kept gardens and the range of facilities that we share with the wider community including our cricket oval, athletics track, hockey field, assembly hall and theatre. 2018 was a year of research and preparation for change and we are genuinely pleased with the progress and achievements in 2018 and are committed to continued future academic and social growth.

Our school community is committed to the values of Respect, Aspiration, Belonging and Resilience and our purpose is that "We work together to create opportunities for every person to be their best."

In line with the population decline in our community, enrolments have decreased from 297 in 2012, to 232 in 2018. In this time the number of Aboriginal students (approximately 10%) and students funded under the Program for Students with Disability (approximately 5%) has remained largely the same. Our Student Family Occupation (SFO) and Student family Occupation and Education (SFOE) are both rated in the "high" category. They are significantly above the state mean and this gap has increased over recent years.

In the last two years we have had significant change to our staffing which includes several departures and some new appointments. As well as the Principal and Assistant Principal there are 3 Leading Teachers. In 2018 we had 12.81 Classification 2 teachers, 1.71 Classification 1 Teachers and 1 Para Professional. To support classroom teachers, we have 12 Support staff. We have 48 employees that make up the 32.63 Full Time Equivalent (FTE) staff members, of which, only 14 are full time. While the total number of staff has decreased over time, we are still able to maintain a broad curriculum that caters for the needs of our students.

Our school is a part of the Snowy River Education Community and works closely with other schools in our Geographic Network to provide the best possible outcomes for all students in East Gippsland. As well as offering a sequential and comprehensive curriculum, which aims to recognize the different needs, abilities and interests of individual students, we also provide support to other schools in this network to provide for the needs of their students.

At Years 7-10 students study a core curriculum with some electives from the Arts and Technology Key Learning Areas. Although only small in student numbers, the College provides a great diversity of programs to cater for student needs. VCE, VET and VCAL programs both within the school environment or offered externally, have been aimed at engaging students to maximize their learning opportunities. A range of strategies are used to enhance our subject delivery and offerings, including the use of video-conferencing. Our VCAL program has become more popular each year and helps us to provide appropriate pathways for senior students and we are also supporting other schools in the area to deliver this course.

### Framework for Improving Student Outcomes (FISO)

In 2018 our focus remained on Building Practice Excellence and Setting Expectations and Promoting Inclusion. We continued to work with other schools in our Network to build understanding of the Curiosity and Powerful Learning Theories of Action and developed an implementation plan to aid in the planning of future work. There are three Building Practice Excellence key improvement strategies

- Professional learning is collaborative, involving reflection and feedback,
- Professional learning is informed by the collection, analysis and evaluation of student data
- Professional learning is focused on student outcomes

All three contributed to the establishment and success of Professional Learning Communities in our school. In order to improve student engagement and wellbeing we continued to focus on the development and implementation of a Positive Behaviour in Schools Framework with support from Dan Petro and key regional staff. The development of our behaviour matrix and the use of student values cards were some of the key successes that highlight the following key improvement strategies; The school fosters inclusion and engagement,

The school has a culture of high expectations, The school supports students and manages behaviours.

### **Achievement**

At Orbost Secondary College we have continued to define student achievement in broad terms not solely defined by academic performance scores. However, it is pleasing to note that the NAPLAN Learning Gain from Year 7-9 was greater than the Learning Gain from Year 5-7 in every domain except Grammar and Punctuation (1% less). This continues the trend from 2017 when the Learning Gain from 7-9 was greater than the Learning Gain from 5-7 in every domain except writing. In 2019 and beyond we will continue to focus on student growth which will be enhanced by the successful implementation of our PLCs.

The Mean study score from all VCE subjects also improved in 2018 and we expect that this will continue to improve in 2019 with greater stability in our VCE staff. Changes to our timetable in 2019 have also provided more time and greater frequency for senior classes which will allow both students and teachers greater opportunities for learning.

### **Engagement**

Improving attendance, retention and exit data all continue to be a focus for us and it is pleasing to note that our data is at a level similar to other schools after accounting for background characteristics known to make a difference to student results. A small number of students with high absenteeism have had a significant impact on the attendance data however, it was satisfying that the work put in by key staff over recent years has resulted in our lowest recording of "unexplained absences."

Our VET and VCAL programs have continued to provide successful pathways for students and have helped with student retention. Our wide range of offerings helps to provide a realistic pathway for all students. The opening of a purpose built venue for our VET and VCAL classes will further help to create a sense of ownership and commitment from these students in 2019 and we expect that we will continue to see improvement in retention and exit data.

### **Wellbeing**

Connectedness is the extent to which students feel socially connected to their peers and to which they feel they belong and enjoy attending school. In 2018, this measure was again rated as similar in school comparison. However, this is still an area of focus for school improvement. The development and implementation of the PBS matrix will help to provide a framework for improvement as teachers use it to model, teach, reward and correct the expected behaviours.

Our focus will continue to be on improving teaching practice to ensure all student needs are being met in each class. With the aim of improving student experience and perceptions of bullying, our Wellbeing Team has developed a program that is being delivered to all Year 7 students in 2019. The focus of this work is on using our school values to explicitly teach students how to interact in a more positive manner.

### **Financial performance and position**

In 2018 we continued to display sound financial management and decreased our deficit to a figure of \$39,033. This deficit is largely due to the continued decline of student enrolments and a staffing profile that includes a significant majority of Classification 2 teachers. Equity funding has largely been used to manage this staffing deficit and has ensured that we are able to provide expert staff so we can continue to maintain a breadth of subject offerings to meet the short-term and long-term academic and wellbeing needs of students.

Significant asset acquisitions have included a spend of over \$25,000 on CCTV and over \$17,000 on desk top computers for student use.

Funding in the order of \$20,000 was received from the National Schools Chaplaincy Program which was spent on the employment of the College Chaplain which has assisted with supporting improvements in student

wellbeing.

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

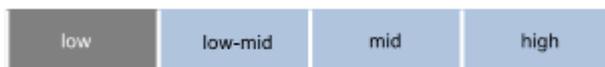
#### Enrolment Profile

A total of 232 students were enrolled at this school in 2018, 102 female and 130 male.

0 percent were EAL (English as an Additional Language) students and 10 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).

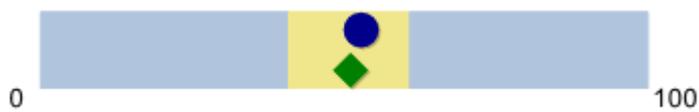
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

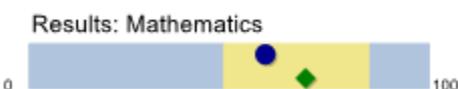
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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"> <li>English</li> <li>Mathematics</li> </ul> <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><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>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>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> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

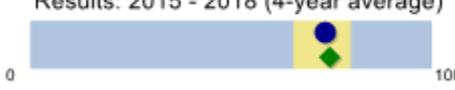
## Performance Summary

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><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 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 style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></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>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 2em;">●</span> Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>93%</b>                  Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>26%</b>                  VET units of competence satisfactorily completed in 2018: <b>80%</b>                  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>56%</b></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><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</p> <p><b>School Comparison</b> 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>89 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>89 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	90 %	89 %	91 %	89 %	88 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	90 %	89 %	91 %	89 %	88 %									
<p><b>Student Retention</b></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> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</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. 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><b>Students Attitudes to School - Sense of Connectedness</b></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> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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> Lower</p> <p> Lower</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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,278,854	High Yield Investment Account	\$180,331
Government Provided DET Grants	\$630,420	Official Account	\$56,984
Government Grants Commonwealth	\$5,250	Other Accounts	\$457,399
Government Grants State	\$9,300	<b>Total Funds Available</b>	<b>\$694,713</b>
Revenue Other	\$58,120		
Locally Raised Funds	\$246,970		
<b>Total Operating Revenue</b>	<b>\$4,228,914</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$278,167		
Equity (Catch Up)	\$26,349		
<b>Equity Total</b>	<b>\$304,516</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,380,421	Operating Reserve	\$135,536
Books & Publications	\$3,015	Other Recurrent Expenditure	\$21,980
Communication Costs	\$11,246	School Based Programs	\$129,213
Consumables	\$138,590	Beneficiary/Memorial Accounts	\$12,000
Miscellaneous Expense <sup>3</sup>	\$168,328	Funds for Committees/Shared Arrangements	\$10,446
Professional Development	\$24,536	Repayable to the Department	\$313,157
Property and Equipment Services	\$215,653	Asset/Equipment Replacement < 12 months	\$56,000
Salaries & Allowances <sup>4</sup>	\$119,392	Maintenance - Buildings/Grounds < 12 months	\$16,000
Trading & Fundraising	\$111,720	<b>Total Financial Commitments</b>	<b>\$694,332</b>
Travel & Subsistence	\$38,917		
Utilities	\$56,669		
Adjustments	(\$540)		
<b>Total Operating Expenditure</b>	<b>\$4,267,947</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$39,033)</b>		
<b>Asset Acquisitions</b>	<b>\$47,778</b>		

- (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').