

2017 Annual Report to the School Community



School Name: Ballarat Secondary College

School Number: 8828

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

In 2017 Ballarat Secondary College operated as two stand-alone Year 7 to 12 Campuses at Woodmans Hill and Mount Rowan. Each Campus having discreet programs including separate Naplan and VCE results.

Our vision is for each Campus to be the school of choice for parents, students and teachers in Ballarat by creating a learning community that is safe, orderly and inclusive with a strong academic focus that supports personal growth, wellbeing and achievement. Both Campuses are part of an \$18 million upgrade that will see 'state of the art' facilities on both sites.

The College enrolled 650 students in 2017 with a Student Family Occupation density (SFO) of 0.72 There is some variation between the Campuses but it is not significant.

The Victorian curriculum informs the teaching and learning at the Years 7 – 10 and VCE, VCAL and VET at Years 11&12. Each Campus has worked with RTOs and businesses to forge partnerships that support VET and School Based Apprenticeships as future pathways as part of VCE and VCAL studies. Each Campus has a range of programs and initiatives designed to support classroom teaching and learning and round out a broader educational experience. This includes an off-site re-engagement program and the Wannik dance academy. Each Campus has undertaken the important step of fully documenting a Guaranteed and Viable Curriculum from Year 7-12 with a calendar summary available on the webpage for parents to access and support student learning.

The College has now successfully completed a three-year plan to restructure the College with the intended outcome of becoming two separate Schools for the start of the 2019 school year. A key element of this vision is the ongoing work to create a culture that places strong emphasis on a safe & orderly learning environment and high expectations of student learning and achievement. As part of this process, each campus has developed unique identities and sense of community evidenced by separate uniforms, logos and values.

Framework for Improving Student Outcomes (FISO)

Building practice excellence	<ul style="list-style-type: none"> • Development of a Teaching and Learning framework • Improvement in VCE performance
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Implementation of Numeracy and Literacy interventions • Improvement in knowledge and use of assessment data to enhance student learning
Professional Leadership	<ul style="list-style-type: none"> • Participation in professional learning for leadership development

Achievement

Woodmans Hill continues to make significant progress in improving VCE achievement for all students. In 2017 the Median study score rose to 28, this was equal highest of Ballarat Government schools.

Our NAPLAN data has also shown improvement with an increase in student learning from year 7 to 9, with continued strong growth in both reading and spelling. The combined use of PAT/NAPLAN & VCE data form the basis for Professional Learning Teams to design appropriate strategies for individual student learning needs. The improvement in NAPLAN data can also be attributed to the school wide implementation of Marzano's academic vocabulary strategy.

Mount Rowan has continued to make a strong commitment to improving our teaching to improve NAPLAN and VCE results. In 2017, we made gains with year 7 NAPLAN data in Reading, Spelling and Numeracy. Year 9 data remained steady and VCE data matched the 2015 scores. Year 9 students made gains in the specific Writing areas of Audience, Text Structure and Ideas. In 2017, we implemented the Academic Vocabulary strategy, with each year 7-10 GVC committing to 40 words per semester. Staff have participated in Professional Learning focussed on writing; a spark has been lit that continues to shine.

Engagement



Woodmans Hill continues to focus on improving student attendance, the increased use of Compass as a holistic online support for both staff and families, has enabled greater communication between school and home. Using Compass, parents have access to real time attendance reports and assessment reports. Improvements in attendance can also be attributed enhanced tracking/follow up and support as well as the continued embedding of the Art and Science of Teaching to improve teaching pedagogy.

Mount Rowan has continued to work with students and their families to support student attendance at school. With the embedding of Compass, communication with our families increased, summative reports were published online and parents and guardian participation at parent teacher interviews increased.

A Safe and Orderly Learning Environment was created with the embedding of classroom routines and the development of a Mount Rowan Instructional Model. All staff have committed to making Mount Rowan a High Reliability School, following the Marzano Art and Science of Teaching strategy.

Wellbeing

Woodmans Hill continues to focus on ensuring all students have strong connectedness to the school, with the implementation of School Wide Positive Behaviour framework. The focus on a safe and orderly learning environment that provides for consistent processes and procedures known to staff and students continues support of this.

The new uniform and values at Woodmans Hill has created a strong sense of pride and connectedness with school, with the majority students switching to the new uniform. Woodmans Hill continues to support student wellbeing through various programs and extra-curricular activities that run internally and with external providers.

Mount Rowan has made a commitment in create a Positive Climate for Learning. Each student can gain a merit point in the areas of Pride, Respect and Excellence through Effort when they positively contribute to the school community and their own learning. Four Houses were created with a Head of House as a leader. Students and staff were allocated to a House. The Houses have increased student participation in sporting events, lunchtime activities and 'friendly competitive' activities held in Home Group.

The new uniform was taken up by the majority of students from day one; this increased a sense of school pride, connectedness and community.

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 648 students were enrolled at this school in 2017, 350 female and 298 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 9 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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>● Similar</p> <p>● Higher</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>	<p>● Similar</p> <p>● Similar</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:

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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>49%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	46%	19%	Numeracy	30%	50%	20%	Writing	34%	49%	17%	Spelling	25%	52%	23%	Grammar and Punctuation	39%	49%	11%	<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 96% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 10% VET units of competence satisfactorily completed in 2017: 90% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 77%</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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>88 %</td> <td>87 %</td> <td>83 %</td> <td>84 %</td> <td>89 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	87 %	83 %	84 %	89 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	87 %	83 %	84 %	89 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</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: 2017</p> <p>Results: 2014 - 2017 (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 - 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: 2017</p>	<p>● Similar</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: 2017</p>	<p>● Similar</p>

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).

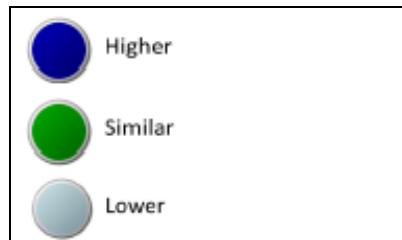


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

The College had made significant progress in reducing the budget deficit. The College operated with the support of workforce bridging from 2015 to 2017. Workforce bridging will not be required in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,591,761	High Yield Investment Account	\$931,326
Government Provided DET Grants	\$1,854,449	Official Account	\$25,794
Government Grants Commonwealth	\$31,035	Other Accounts	\$1,419,163
Government Grants State	\$36,856	Total Funds Available	\$2,376,283
Revenue Other	\$184,952		
Locally Raised Funds	\$401,719		
Total Operating Revenue	\$11,100,772		
Equity¹			
Equity (Social Disadvantage)	\$1,488,849		
Equity (Catch Up)	\$90,171		
Equity Total	\$1,579,020		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,757,626	Operating Reserve	\$323,315
Books & Publications	\$26,885	Capital - Buildings/Grounds incl SMS<12 months	\$232,039
Communication Costs	\$26,849	Maintenance - Buildings/Grounds incl SMS<12 months	\$232,463
Consumables	\$301,121	Beneficiary/Memorial Accounts	\$9,329
Miscellaneous Expense ³	\$376,330	Revenue Receipted in Advance	\$131,422
Professional Development	\$66,811	School Based Programs	\$453,872
Property and Equipment Services	\$779,658	School/Network/Cluster Coordination	\$2,678
Salaries & Allowances ⁴	\$403,164	Provision Accounts	\$40,209
Trading & Fundraising	\$101,655	Repayable to DET	\$167,777
Travel & Subsistence	\$8,118	Capital - Buildings/Grounds incl SMS>12 months	\$783,179
Utilities	\$143,520	Total Financial Commitments	\$2,376,283
Total Operating Expenditure	\$10,991,738		
Net Operating Surplus/-Deficit	\$109,034		
Asset Acquisitions	\$28,200		

(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 05 March 2018 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.