

2018 Annual Report to The School Community



School Name: Yarram Secondary College (8490)

<<PLEASE UPLOAD A SCHOOL
LOGO>>

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

Attested on 27 March 2019 at 03:51 PM by Brett Pedlow
(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 05 April 2019 at 10:14 AM by Chris Edwards
(School Council President)

About Our School

School context

With an enrolment of 288 students in 2018, Yarram Secondary College went through a year of planning for change; change that will sustain our college and continually improve our key performance indicators in the areas outlined below. As a School Community, YSC is committed to offering pathways and opportunities to all our students, whilst supporting the development of our students on a cognitive, academic, social and behavioral level. We are committed to extending our most ambitious VCE high-achievers wishing to pursue tertiary study, whilst balancing this with providing rich programs for our Applied Learning courses across the entire college to cater for our vocationally orientated cohort.

We are committed to achieving high level opportunities for our students to work alongside vocational and academic mentors, businesses and universities. We are also committed to encouraging rich real-life learning experiences through local partnerships and through our international relationships including China, USA and Cambodia. Yarram Secondary College aims to provide a positive, safe and welcoming learning environment, which encourages personal responsibility and respect for the rights of others.

In term 4, the college implemented an innovative Targeted Acceleration Program (TAP), with the guidance and support of Dr. Carol Christensen, designed to increase reading and comprehension levels for all our students. Community partnerships are a core part of YSC, with recently established relationships with YDHS, local sporting clubs, the newly formed Gippsland Forestry Hub and YSC Agricultural Enterprises. Industry pathways and vocational relationships for our students are being formed and reinforced through rich hands on learning experiences in programs such as Broadening Horizons, YSC Community Program, Beacon, Entrepreneurial Change-Makers, Agricultural Studies and Applied Learning. Throughout 2018, a proposal to establish a satellite campus Community VCAL was passed and this will begin in 2019 and cater for disengaged students aged 16 to 21 years old.

Framework for Improving Student Outcomes (FISO)

Aligning with our Strategic Plan, DET Area Priorities and Wellington Network Communities of Practice, Yarram Secondary College had a core teaching and learning focus on building teacher capacity in high impact based professional practice in 2018. We also had a positive climate for learning focus on implementing a shared approach to supporting the health, well-being, inclusion and engagement of all students. Throughout the year we highlighted many structural changes that needed adjustment in order to better accommodate programs and initiatives to support and extend all of our students in these FISO areas.

We worked closely with Esther Weichart, Kurnai College, Sale College and Maffra Secondary College to embed our Learning Architecture and Curriculum Mapping processes in order to provide a guaranteed and viable curriculum for all our students. This work was coordinated by our newly appointed Teaching and Learning Leaders through our Professional Learning Team structures. Our T&L Leaders were also instrumental in working with our staff to increase Data Literacy, model and embed the High Impact Teaching Strategies and increase rigor in our PDP processes.

We had a strong focus on establishing the structures to best support Positive Climate across the College in 2018, which included the embedding of a specific Well-being Team and roles associated with each member. This group identified areas of our Behavior Management system to review and alter, whilst also leading the implementation of the Respectful Relationships curriculum across YSC. Mentoring, more efficient student pathways alignment and the implementation of an Attendance Improvement Team were other areas identified to increase the key Positive Climate indicators.

Achievement

Our Year 7 & 9 NAPLAN data provided mixed results and highlighted a need for YSC to explore whole school initiatives to address the overall challenges our students are facing when entering Secondary College. Our Year

9 NAPLAN Writing data was encouraging and reflected the whole school literacy focus for 2018, with 22% of students in the top two bands, which is above the State average and 11% above the Network average. Whilst our Year 9 Reading data included 42.1% of students in the top three bands, similar to State, we need to continue working across the board on reducing our students with low growth and increasing those with high. Our innovative and intensive TAP program is designed to do this.

We had encouraging results with our VCE data in 2018, with a 100% completion rate, highlighting the work that had gone on the previous year re-branding and re-modelling our VCAL program in order to support students to choose their most appropriate pathways. Our Mean VCE English study score increased 2.5 points from 22.7 in 2017 to 25.3 in 2018, whilst our Mean VCE study score once again stabilized at 25.05. Our increased VCE English results were in line with Network initiatives.

Throughout 2018, YSC had strong involvement in the Area Reading Strategy work and will look to focus heavily on the Middle Years Literacy and Numeracy Strategy initiatives in 2019.

Engagement

Attendance data at YSC continues to be strong with only 28% of students recording 20 or more absence days, being less than the state average. Our 3 year trend data is also excellent with the percentage of students at YSC with 20 or more absences being the third lowest of our 30 similar size schools in the state. To compliment this strong data, in 2018 we expanded the Attendance Improvement Team to stay on top of initiatives to continually increase engagement and have created Positions of Responsibility in both our Sub-Schools to focus on Attendance. Similarly, retention data continued to be extremely strong, with 87.5% of students remaining at YSC from year 7 to year 10, 12.5% above the state average.

Our extra-curricular program, which offers a broad range of academic, social and cultural experiences have high level student participation and engagement and provide outstanding educational opportunities. YSC will continue to provide a range of opportunities for all year 7 to 12 students to be involved in key academic, vocational, social, cultural, sport and arts experiences. In addition to these programs, we spent 2018 restructuring our sub-school structure, which now allows for our year 10 cohort to enter the Senior School a year earlier and focus on their specific pathways and increase engagement.

YSC were fortunate to secure funding from the Outer Gippsland Leadership Alliance in 2018 to establish an off-site Community VCAL, catering for disengaged students aged 16 to 21 years of age. This facility will open in 2019 and has the capacity to enrol up to 40 students.

Wellbeing

Wellbeing data at YSC continues to be strong with all aspects of the School Safety domain of the Student Attitudes to School Survey; Advocate at School, Managing Bullying and Respect for Diversity being 6%, 8% and 2% higher than the state average respectively.

In the Social Engagement domain of the Student Attitudes to School survey we are higher than the state average with students Sense of Connectedness recording 57% positive responses as opposed to the state average of 53% and similar schools 49%. Similarly, Student Voice and Agency at YSC sits at 54% positive as opposed to 45% for the state average and 43% for similar schools.

2018 saw YSC embed the major Wellbeing changes from the previous year; the Student Advocate approach to student management, the formation of a dedicated Wellbeing Team to support not just the students, but the staff, and the formation of the Attendance Improvement Team. All these teams have student representation on them which forms a critical link between staff and students and they continued to review and embed practices as the year progressed.

Transition from the feeder primary schools continues to be strong. Our history of successful transition can be attributed to the very thorough secondary school transition program YSC offers, which exceeds network and state-wide expectations.

Financial performance and position

The financial deficit situation in 2018 was considerably better than 2017. The School Principal, Assistant Principal and Business Manager again worked alongside the DET Strategic Resource Management Division

during 2018 in order to turn this deficit situation around. This has been achieved and the forecast for 2019 is close to financial parity. After workforce planning consultation took place, contracts in certain curriculum areas were once again not renewed, time fractions reduced, and leadership and year level restructures enacted. There were also further decisions made to enact minimum numbers of students in VCE classes and to utilize digital online platforms for the delivery of certain classes such as Specialist Mathematics and Digital Coding. We are comfortable carrying this deficit into the new year as our Equity funding and High Yield Investment Account will allow adjustment within supported ongoing teaching and learning programs.

For more detailed information regarding our school please visit our website at
<https://yarramsc.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

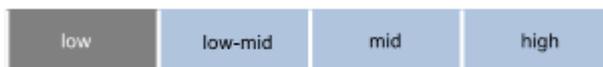
Enrolment Profile

A total of 288 students were enrolled at this school in 2018, 126 female and 162 male.

2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

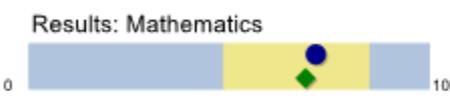
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



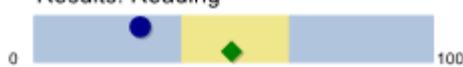
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p>○ Lower</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 100% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 42% VET units of competence satisfactorily completed in 2018: 59% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 84%</p>		

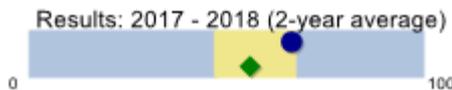
Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>84 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	89 %	84 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	89 %	84 %	88 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,846,590	High Yield Investment Account	\$198,092
Government Provided DET Grants	\$453,385	Official Account	\$32,174
Government Grants State	\$35,234	Other Accounts	\$60,585
Revenue Other	\$188,710	Total Funds Available	\$290,851
Locally Raised Funds	\$458,246		
Total Operating Revenue	\$4,982,164		
Equity¹			
Equity (Social Disadvantage)	\$306,469		
Equity (Catch Up)	\$26,988		
Equity Total	\$333,457		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,991,930	Operating Reserve	\$193,475
Books & Publications	\$1,148	Other Recurrent Expenditure	\$15,631
Communication Costs	\$10,847	Funds Received in Advance	\$18,935
Consumables	\$111,786	Repayable to the Department	\$62,810
Miscellaneous Expense ³	\$396,607	Total Financial Commitments	\$290,851
Professional Development	\$21,009		
Property and Equipment Services	\$213,810		
Salaries & Allowances ⁴	\$213,187		
Trading & Fundraising	\$137,798		
Travel & Subsistence	\$9,640		
Utilities	\$66,002		
Total Operating Expenditure	\$5,173,765		
Net Operating Surplus/-Deficit	(\$191,601)		
Asset Acquisitions	\$8,623		

(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).

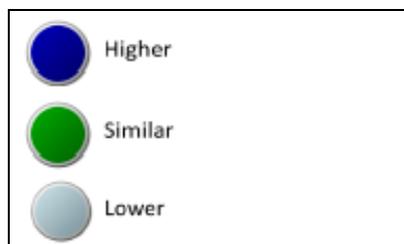


What does *School Comparison* refer to?

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').