

2019 Annual Report to The School Community



School Name: Yarram Secondary College (8490)



- 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 2019 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 12 May 2020 at 03:46 PM by Brett Pedlow (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 June 2020 at 07:43 AM by Chris Edwards (School Council President)

About Our School

School context

With an enrolment of 312 students in 2019, up 24 students on the previous year, Yarram Secondary College went through a year of consolidating change. These changes included a restructure of our timetable and Sub-School structure, leadership with the inclusion of two Learning Specialists, establishment of vertical year level compositions and the introduction of two innovative programs; Targeted Acceleration Program (TAP) reading program for all Years 7 - 9 students and an off-site Community VCAL (YCV) catering for at-risk young people aged 16 years to 21.

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.

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, Drills and Skills, Beacon, Agricultural Studies and Applied Learning.

In the second half of 2019, Yarram Secondary College was chosen as the Outer Gippsland Area Professional Learning Communities (PLC) Link School as recognition of our continued commitment to the implementation of a PLC approach within our school and willingness to support other schools system-wide.

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 and learning programs which support high level student academic performance in 2019. 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 embedded 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 continued working closely with Esther Weichart, Kurnai College and Sale 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 newly appointed Learning Specialists through our Professional Learning Team structures. Our Learning Specialists were also instrumental in working with our staff to increase Data Literacy, model and embed the High Impact Teaching Strategies and increase the rigor in our PDP processes. Throughout 2019 we increased all staff capacity in the explicit teaching of Literacy with the assistance of Dr Carol Christenson and begun similar work with Numeracy. We refined our PLC processes and increased our proficiency on the PLC Matrix with the assistance of Area Leader Vicki Keys.

We had a strong focus on embedding the structures to best support Positive Climate across the College in 2019, which included the embedding of a specific Well-being Team Strategic Plan and revamp of SWPBS and implementation of Amplify. The Well-being Team identified areas of our Behavior Management system to further review and alter, whilst also continuing to lead and implement the Respectful Relationships curriculum across YSC. Junior Mentoring was introduced in 2019, as was more efficient student pathways alignment with the re-structure of Year 10 to increase the key Positive Climate indicators.

Achievement

Our Year 7 & 9 NAPLAN data provided mixed results and highlighted the need for YSC to implement whole school initiatives to address the overall challenges our students are facing when entering Secondary College. Our Year 9 NAPLAN Writing, Numeracy and Grammar Growth data (43% high, 30% high and 30% high respectively) was extremely encouraging and reflected the initiatives put in place across the college. Year 9 Reading Growth was not as positive, however since the implementation of our TAP program, internal PAT-R testing has shown a sharp incline. Year 7 NAPLAN achievement results highlight our incoming students are behind the State median in both Reading and Numeracy and innovative approaches are required.

We had a decline in our VCE mean study score in 2019, however our continued commitment to offering appropriate pathways support to all our students resulted in every student wishing to progress to tertiary study being offered a placement of their choice. The VET and VCAL completion rates identified in the performance summary of this report are not accurate as they include students enrolled in our Community VCAL program (YCV) which runs over a 2-3 year period.

Throughout 2019, YSC had strong involvement in the Area Reading and Literacy Strategy work and will look to focus heavily on the Middle Years Literacy and Numeracy Strategy initiatives in 2020.

Engagement

Attendance data at YSC continues to be at the state average, with 32% of students recording 20 or more absence days. This was a slight increase on the previous year, despite numerous initiatives being put in place. In 2019 we implemented the Attendance Improvement Team to stay on top of initiatives to continually increase engagement and created Positions of Responsibility in both our Sub-Schools to focus on Attendance. Retention data continued to be extremely strong, with 90% of students remaining at YSC from year 7 to year 10, 16.4% 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 2019 embedding our new 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. Student feedback surveys were evidence of high levels of engagement in this cohort.

YSC established an off-site Community VCAL in 2019, catering for disengaged students aged 16 to 21 years of age. This facility finished the year with over 30 enrolments and was highlighted as best-practice for Outer Gippsland. YSC, along with YCV was highlighted at a State level for the outcomes we achieved with the Early-Leaver program and how to continually support our school-leavers that have not had a positive exit.

Wellbeing

We saw a slight decline in Wellbeing data at YSC in 2019, however compared to Network data it continued 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 above.

In the Social Engagement domain of the Student Attitudes to School survey we are higher than the Network average with students Sense of Connectedness recording 2% higher. Similarly, Student Voice and Agency at YSC sits at the State average of 46% and 4% higher than the Network average.

2019 saw YSC embed the Wellbeing Strategic Plan and refine the 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 form a critical link between staff and students and they continued to review and embed practices as the year progressed. In 2019, a dedicated SWPBS team reformed to revamp that program, Student Mentoring in the Junior School began, as did a hands-on learning program in years 7 - 9, Drills and Skills.

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. In 2019 we began a Community of Practice to go deeper with our transition and have more staff inclusion to better align pedagogical approaches.

Financial performance and position

The reported financial performance and position highlighted in this report is incorrect and upon reconciliation will reflect a surplus of approximately \$30,000. This is a tremendous outcome and fully arrests the deficits from the previous two years. The 2019 year included the repayment of approximately \$147,000 for the previous year, a credit to cash transfer of \$80,000 to increase cash flow and we still delivered a surplus.

This astute financial management means there are a number of building and grounds projects in place for 2020, including, but not limited to:

- The refurbishment of the front of the school
- Scheduled maintenance works that fall outside of the rolling facilities upgrades
- Establishment of an outdoor basketball court
- Student/staff driven beautification of indoor and outdoor learning spaces.

YSC is extremely proud of its astute financial management over the past 3 years and this will allow these projects to occur independent of extra DET or funding grant support.

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

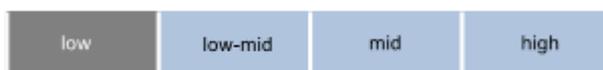
Enrolment Profile

A total of 312 students were enrolled at this school in 2019, 136 female and 176 male.

ND were EAL (English as an Additional Language) students and 4 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).

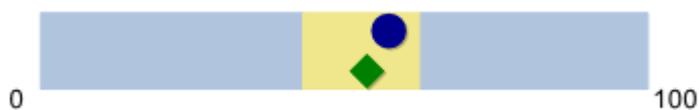
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



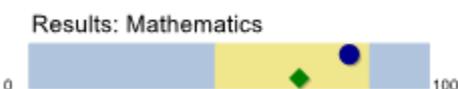
School Staff Survey

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

Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **95%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **47%**
 VET units of competence satisfactorily completed in 2019: **54%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **54%**

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: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>92 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	90 %	90 %	92 %	89 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	90 %	90 %	92 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,164,666	High Yield Investment Account	\$101,067
Government Provided DET Grants	\$819,681	Official Account	\$10,242
Government Grants State	\$31,625	Other Accounts	\$43,715
Revenue Other	\$75,687	Total Funds Available	\$155,024
Locally Raised Funds	\$523,579		
Total Operating Revenue	\$5,615,238		
Equity¹			
Equity (Social Disadvantage)	\$326,801		
Equity (Catch Up)	\$24,943		
Equity Total	\$351,744		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,132,462	Operating Reserve	\$155,024
Books & Publications	\$4,218	Other Recurrent Expenditure	\$35,369
Communication Costs	\$13,179	Funds Received in Advance	\$36,375
Consumables	\$95,376	Beneficiary/Memorial Accounts	\$8,844
Miscellaneous Expense ³	\$400,416	Asset/Equipment Replacement < 12 months	\$1,725
Professional Development	\$17,677	Maintenance - Buildings/Grounds < 12 months	\$72,711
Property and Equipment Services	\$370,000	Total Financial Commitments	\$310,048
Salaries & Allowances ⁴	\$333,230		
Trading & Fundraising	\$194,093		
Travel & Subsistence	\$27,602		
Utilities	\$65,564		
Total Operating Expenditure	\$5,653,818		
Net Operating Surplus/-Deficit	(\$38,581)		
Asset Acquisitions	\$5,926		

(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 20 March 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').