

2020 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 2020 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 29 April 2021 at 10:50 AM by Brett Pedlow (Principal)

The 2020 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 13 May 2021 at 01:10 PM by Chris Edwards (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Yarram Secondary College, like all schools worldwide, went through a year of enormous challenge in 2020. Enduring two state wide lockdowns and two iterations of remote learning, meant YSC had to continually evolve and adapt to an ever-changing educational landscape. From these enormous challenges some positives evolved for staff, students and families/carers. Our staff became increasingly confident and flexible with new technologies and innovative online platforms to deliver content. Our students increased their independent learning skills and a hunger for face-to-face schooling, whilst our families/carers were overwhelmingly supportive of what the school was trying to achieve. Alongside these positives, were of course many challenges, especially associated with the health and well-being of our entire school community, and this will be a continual focus for 2021.

With an enrolment of 324 students in 2020, up 12 students on the previous year, the staffing profile includes: two principal class members, two leading teachers, two learning specialists and 27.6 equivalent full time teaching staff (EFT) and 17.6 EFT education support staff. The Student Family Occupational Index of YSC remained steady at 0.5431.

Throughout 2020, YSC went through the 4 year School Review process and it was extremely heartening that our feedback focused on consolidating our best practice programs and approaches across the whole school. The School Review highlighted 3 exceptional programs and approaches; Targeted Acceleration Program (TAP) a comprehension and strategies program for all Years 7 - 9 students, our Community VCAL (YCV) catering for at-risk young people aged 16 years to 21 and the fact YSC has been recognised as the PLC Link Secondary School for Outer Gippsland.

In 2020, positive endorsement for parent satisfaction for YSC increased from 71% in 2019 to 78%; 4 % above the State average. Positive endorsement for staff satisfaction dipped slightly from 58% in 2019 to 54% in 2020; 8% below State average yet still higher than the Wellington network average by 2%.

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 behavioural 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 which cater for our vocationally orientated cohort.

YSC remains 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 with schools, organisations and associations. Yarram Secondary College aims to provide a positive, safe and welcoming learning environment, which encourages and fosters 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 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, the Year 9 Community Program, Drills and Skills, Beacon, Agricultural Studies and Applied Learning.

Once again, our Year 11 and 12 students were encouraged to sign up for the Monash Mentors program. This award winning mentoring program is part of our partnership program with Monash University. By working with rural and remote secondary colleges Monash aims to provide a vital link between secondary and tertiary education for students who do not have the ease of access to discover for themselves all that university has to offer. Once students are signed up for mentoring, they are assigned a mentor in a like field of interest. Sessions can include, career counselling, tutoring, debriefing about stress, and the provision of effective study strategies. This year YSC has more students signed up for Monash Mentoring than any other Gippsland school.

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 practice excellence by embedding PLC's across the whole college and being involved in the Accelerated Schools program. We also had a positive climate for learning focus on enhancing student capacity as resilient, confident and independent learners by implementing a shared approach to supporting the health, wellbeing, inclusion and engagement of all students. Although we were not able to fully implement all our initiatives in 2020 due to the disruptions of Covid-19 and statewide lockdowns, we were able to further embed many structural changes that were implemented in 2019.

Although there were multiple interruptions, YSC continued to work closely with our Communities of Practice on the following initiatives:

- *PLC Link School work with OG Secondary Colleges and broader SEVR under guidance of Vicki Keys

- *Grade 6 - Year 7 Transition with Yarram Cluster

- *Whole School Literacy (TAP/TRAK) with Kurnai and Sunshine College under the guidance of Dr Carol Christenson

- *VCE Improvement, especially VCE English and how this aligns with whole school literacy approaches

In order to achieve our priority focuses in the midst of remote learning and going through the school review process, it became evident we needed structures in place to sustain consistency across PLT and Sub-School teams. The following were established and begun implementation:

- *YSC Teaching and Learning Model

- *Accelerated Schools program and focusing on the targeted teaching of core skills in Years 7 - 9. Vertical classes in English and Maths were established.

- *Implementation of "Learning Walk" and "Third Teacher" models

- *Use of PIVOT to inform PLC's and Teaching and Learning goals for teachers

In addition, we clearly needed a strong focus on Wellbeing during remote learning and many programs and initiatives were established to support our most vulnerable students. These included a Wellbeing remote hotline and online space, home groups, student mentors across the entire college and the use of Student Voice groups to inform future planning, many of these successful initiatives will continue in 2021.

Achievement

During a year when traditional achievement data sets were not fully undertaken, YSC was extremely proud of its own internal data sets and the learning growth that was shown across all year levels. Being a PLC Link School has improved our own data awareness and teacher capacity to target teach individual skills deficits. This was further enhanced as part of the Accelerated Schools project.

PAT Reading data for Term 1 2021 showed a decrease in the below average band of one third for the current Year 9 cohort. For the same cohort there was a 117% increase in students in the average band and an 80% increase in students at an above average level over the last 12 months.

Considering the challenges presented to our Unit 3 & 4 students, we were proud that VCE results and completion rose slightly on 2019 and stayed relatively consistent with our 4 year trend data. The VET and VCAL completion rates recorded in the performance summary are not accurate as this takes into account data from our Community VCAL program that was designed to be completed over multiple years.

Throughout the year, and due to circumstances, many various assessment platforms were utilised for both formative and summative assessments. Students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more project-based learning into our curriculum. Furthermore, during remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Engagement

Throughout 2020 and despite multiple disruptions to onsite learning, various engagement measures for YSC continued to be strong and were above State averages. Our average number of days absent fell to 14.9, compared to the State average of 17.8 and Similar Schools of 24.5. A high proportion of students at YSC, who previously experienced challenges in terms of their engagement, connected strongly with the opportunities for agency during the remote learning period. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom. Student Retention data continued to be extremely strong, with 89% of students remaining at YSC from year 7 to year 10, 16.7% above the state average. Student Exits in Years 10-12 to further study or full time employment were consistent with State averages at 88% and this will only continue to increase in 2021 with the establish of a second campus at Devon North to accommodate our Community VCAL and Year 13 Transition program. This campus will cater for disengaged students aged 15 to 21 years of age and be able to accommodate 60 students. Students and staff at YSC are looking forward to continuing with our excellent extra-curricular program in 2021, which offers a broad range of academic, social and cultural experiences and have traditionally had high level student participation and engagement and provide outstanding educational opportunities.

Wellbeing

Due to multiple disruptions to onsite learning in 2020, traditional wellbeing data sets were not readily available, nor were the incidental, anecdotal and observational methods able to be employed to accurately and continually gauge levels of student and staff wellbeing. Throughout 2020, YSC utilised various methods including student mentors, regular online homegroup meetings, an online wellbeing kiosk, onsite wellbeing provision for those most vulnerable and at risk, and regular student at risk meetings to gauge levels of wellbeing. Many of this approaches will continued to be utilised in 2021. Throughout the year, we used online student PIVOT surveys to gauge levels on engagement and wellbeing approaches of staff and this gave us continual feedback on areas for improvement. These will also continue in 2021.

The onsite provision of support for those most at risk and vulnerable definitely highlighted a cohort of students requiring higher levels of support and this led to the creation of an Individual Education Plan to assess and identify strategies to support our students with skills deficits. This was expanded towards the end of 2020 and will be increased further in 2021.

Transition from the feeder primary schools continues to be strong despite having to alter the process due to lockdown measures. 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 2021 we plan to go deeper with our transition and have more staff inclusion to better align pedagogical approaches with the feeder primary schools.

Financial performance and position

The reported financial performance and position highlighted in this report reflects a surplus of \$183,446. This is an amount we would usually not have, however due to the fact we are adding an additional campus in 2021, we have had to pre-acquit funds in order to be in a positive financial position to action all required works. In addition to the establishment of a second campus, there are a number of building and grounds projects in place for 2021, including, but not limited to:

- The refurbishment and reinstatement of 2 classrooms
- Scheduled maintenance works that fall outside of the rolling facilities upgrades, including sewerage and switchboards
- Student/staff driven beautification of indoor and outdoor learning spaces

YSC is extremely proud of its astute financial management over the past 4 years and this will allow these projects to occur independent of extra DET or funding grant support.

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

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 324 students were enrolled at this school in 2020, 148 female and 176 male.

NDP percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

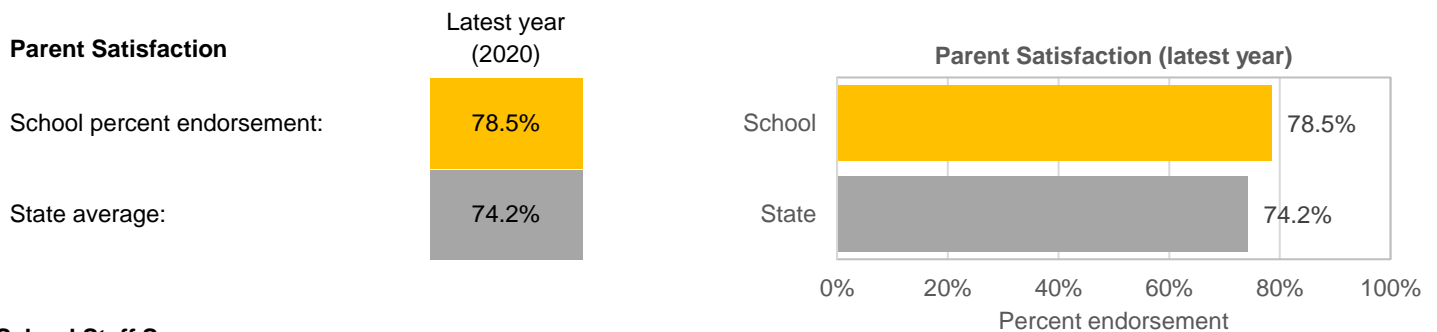
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

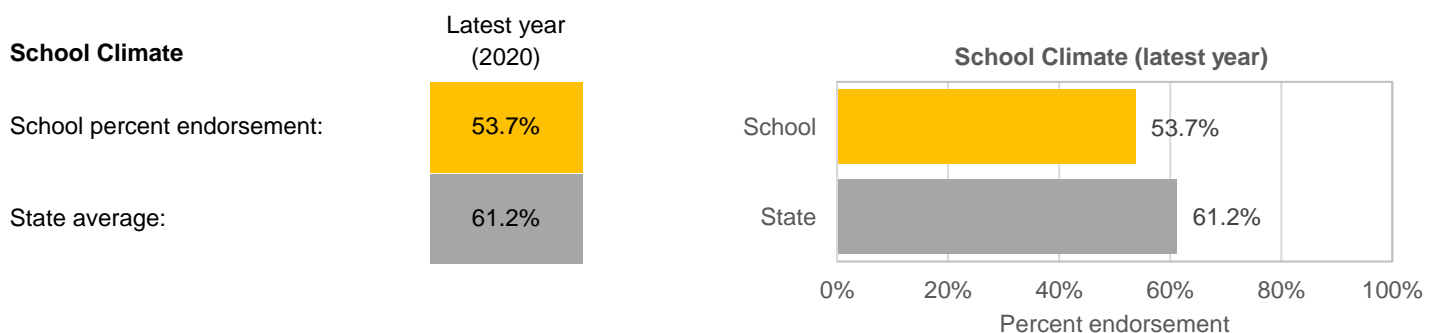


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

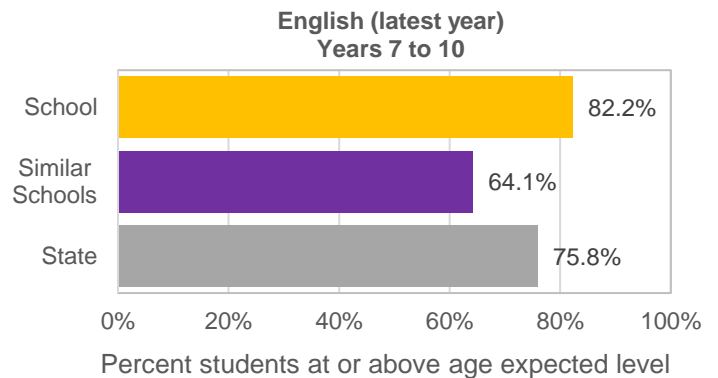
82.2%

Similar Schools average:

64.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

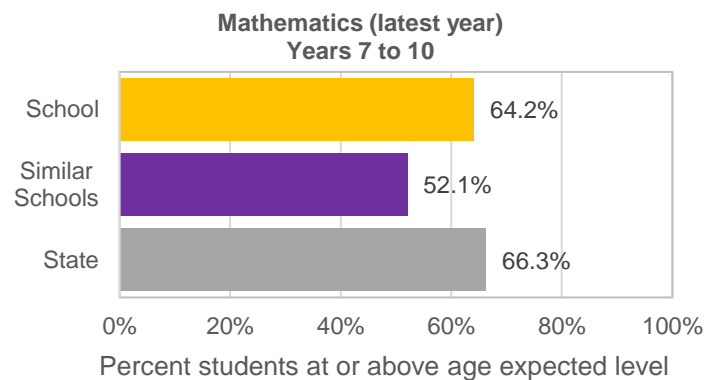
64.2%

Similar Schools average:

52.1%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

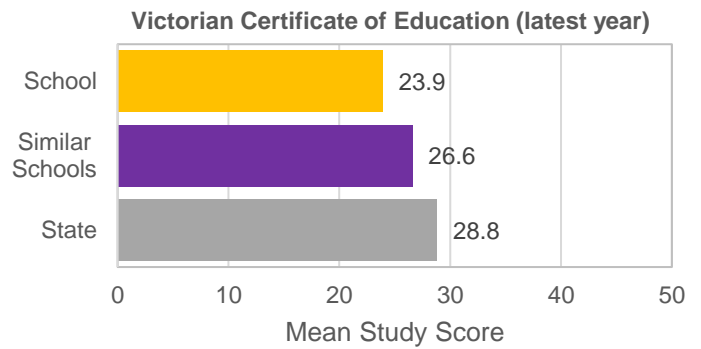
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

| Victorian Certificate of Education | Latest year (2020) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score | 23.9 | 24.5 |
| Similar Schools average: | 26.6 | 26.3 |
| State average: | 28.8 | 28.8 |



Students in 2020 who satisfactorily completed their VCE:

97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2020:

53%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

68%

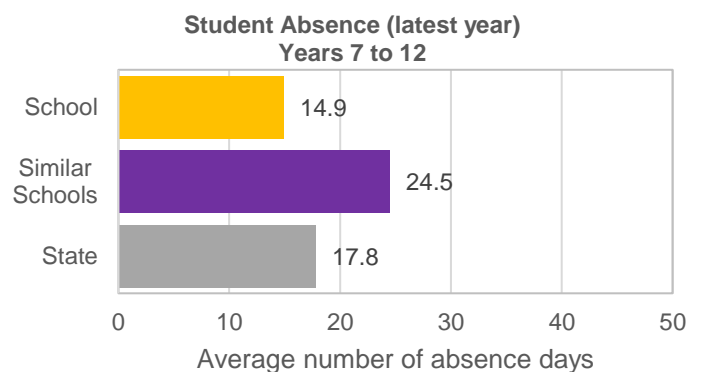
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

| Student Absence Years 7 to 12 | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 14.9 | 18.0 |
| Similar Schools average: | 24.5 | 24.6 |
| State average: | 17.8 | 19.2 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

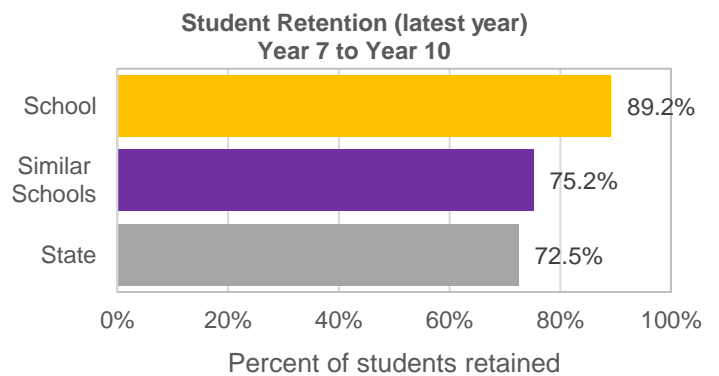
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 91% | 93% | 92% | NDA | NDA | NDA |

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

| | Latest year (2020) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 89.2% | 86.9% |
| Similar Schools average: | 75.2% | 76.1% |
| State average: | 72.5% | 72.9% |



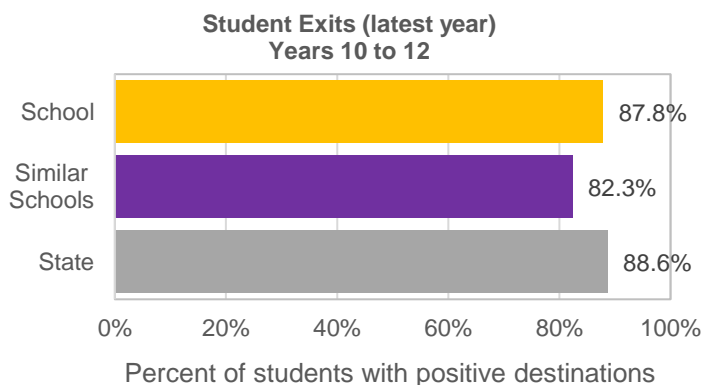
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

| | Latest year (2019) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 87.8% | 88.2% |
| Similar Schools average: | 82.3% | 83.5% |
| State average: | 88.6% | 89.1% |



WELLBEING

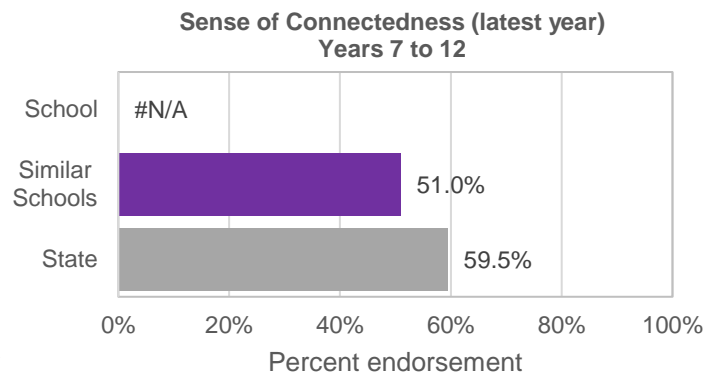
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 7 to 12 | Latest year (2020) | 4-year average |
|---|-----------------------|-------------------|
| School percent endorsement: | NDA | 54.8% |
| Similar Schools average: | 51.0% | 50.1% |
| State average: | 59.5% | 55.3% |



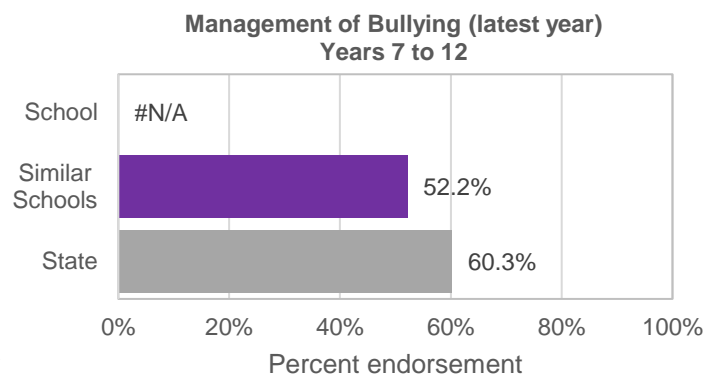
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Management of Bullying Years 7 to 12 | Latest year (2020) | 4-year average |
|---|-----------------------|-------------------|
| School percent endorsement: | NDA | 62.6% |
| Similar Schools average: | 52.2% | 52.6% |
| State average: | 60.3% | 57.9% |



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,527,056 |
| Government Provided DET Grants | \$871,402 |
| Government Grants Commonwealth | NDA |
| Government Grants State | \$9,571 |
| Revenue Other | \$85,598 |
| Locally Raised Funds | \$183,183 |
| Capital Grants | NDA |
| Total Operating Revenue | \$5,676,810 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$366,558 |
| Equity (Catch Up) | \$31,936 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$398,494 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,398,276 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | \$33,075 |
| Communication Costs | \$9,842 |
| Consumables | \$81,540 |
| Miscellaneous Expense ³ | NDA |
| Professional Development | \$10,708 |
| Equipment/Maintenance/Hire | \$143,276 |
| Property Services | \$372,003 |
| Salaries & Allowances ⁴ | \$296,468 |
| Support Services | \$148,265 |
| Trading & Fundraising | \$89,122 |
| Motor Vehicle Expenses | \$9,128 |
| Travel & Subsistence | NDA |
| Utilities | \$79,574 |
| Total Operating Expenditure | \$5,493,364 |
| Net Operating Surplus/-Deficit | \$183,446 |
| Asset Acquisitions | \$11,500 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$160,353 |
| Official Account | \$18,196 |
| Other Accounts | \$45,028 |
| Total Funds Available | \$223,576 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$146,493 |
| Other Recurrent Expenditure | \$4,191 |
| Provision Accounts | NDA |
| Funds Received in Advance | \$24,293 |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | \$8,300 |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$7,500 |
| Capital - Buildings/Grounds < 12 months | \$30,299 |
| Maintenance - Buildings/Grounds < 12 months | \$2,500 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$223,576 |

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.