

# 2017 Annual Report to the School Community



School Name: St Arnaud Secondary College

School Number: 8335

*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

St Arnaud Secondary College strives to develop motivated, resilient, lifelong learners who have strong ethical and socially responsible values and the necessary skills to adjust to the changing demands of society. Our school's purpose is to prepare students to be socially competent, active and responsible members of the local community. Our college recognises its role and obligation to the community to help secure the future of our youth. The community of St Arnaud Secondary College values excellence in teaching and learning which aims to provide both equity and challenge for all students. With Respect, Responsibility and Resilience as the key values, we encourage each student to develop empathy, care, respect, inclusion and tolerance of others. We are currently improving community perceptions of and engagement with the school. In 2017, St Arnaud Secondary College had 176 students, 18.6 equivalent full time staff, 2 Principal class and 8.25 education support staff.

### Framework for Improving Student Outcomes (FISO)

#### Building Leadership Teams

- Investigate Leadership Structures
- Discuss negotiate and decide on Structure and Leadership Roles
- Advertise and fill positions

#### Setting Expectation and Promoting Inclusion

- Support structures for students in their final years of schooling
- investigation and implementation of agreed and explicit expectations across all year levels
- investigate and implement strategies that provide parents strategies and skills to help support their students education

#### Building communities

- improve community perception of the College through positive promotion
- Bastow Leading Curriculum & Assessment course (in collaboration with St Arnaud Primary School) to develop Leadership Capacity through a collaborative approach between the Primary and secondary schools
- Work collaboratively with the St Arnaud District Learning Alliance

### Achievement

St Arnaud Secondary College adopts an inclusive model that caters for students of all abilities and giving students choice – our school promotes alternative pathways into VCE and helps Year 10 students choose subjects based on their intended career pathways.

What has been pleasing is the growth demonstrated by students in years 7 to 9. Our student's rate of growth Numeracy, Writing and Grammar & Punctuation is greater than that of the State.

Gradual progression towards the reorganisation of classrooms and teaching styles to align with Visible Learning is being made. Incorporating student voice into the curriculum over time, which is part of the process of building staff capacity at the school. Evolving towards "how could this be done" and away from "this is the way things have always been done".

Programs such as the Power Hour, an after school study program, and Mates Mentoring are aimed at helping all students achieve their personal best.

VCE results in 2017 were an improvement on 2016 which has been recognised by the whole school community.

### Engagement

Our school is improving community perception and engagement, so that the community understands the value of the school and gets involved. School council has a community relations subcommittee and introduced School Captains as formal member of Council in 2017.

We have worked hard to make linkages with businesses and community members for sponsorships, donations, expertise and mentoring, but are concerned that there is 'key person risk' with partnerships. We need to ensure that it is sustainable and part of that is securing funding.

The absence rates of our students are similar to schools with like background characteristics to ours. However, this is an area that is in need of closer investigation. There are a few students who skew the data and this is reflected in their non-attendance at the school. Considerable effort has been expended in encouraging these students to attend. We investigated utilising more local resources to keep students engaged such as the Neighbourhood House and the Men's Shed. We promoted the importance of regular school attendance through our newsletter and it is hoped that these initiatives will improve our absence rate data in future years. Attendance is an issue that the Learning Alliance has as an area of focus.

### Wellbeing



Our school believes that student wellbeing is everyone's responsibility (including the community). Developing a new approach to pastoral care is being continued and the Resilience Project is being sourced for implementation in 2018. The school hopes that improved wellbeing will translate into improved performance.

The student attitudes to school measures have been identified as an area for improvement. A Pastoral Care program was continued, running each morning with a longer session on Fridays to work through specially identified and designed activities for each year level. The transition process from primary to secondary is coordinated with the primary schools through organised visits and events.

For more detailed information regarding our school please visit our website at [starnaudsc.vic.edu.au](http://starnaudsc.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	
<p><b>Enrolment Profile</b></p> <p>A total of 181 students were enrolled at this school in 2017, 96 female and 86 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Lower</li> <li> Similar</li> <li> Similar</li> <li> Similar</li> </ul>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 38%, Medium: 44%, High: 19%</p> <p><b>Numeracy</b> Low: 59%, Medium: 35%, High: 6%</p> <p><b>Writing</b> Low: 35%, Medium: 59%, High: 6%</p> <p><b>Spelling</b> Low: 25%, Medium: 44%, High: 31%</p> <p><b>Grammar and Punctuation</b> Low: 63%, Medium: 31%, High: 6%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 46%, Medium: 38%, High: 17%</p> <p><b>Numeracy</b> Low: 17%, Medium: 54%, High: 29%</p> <p><b>Writing</b> Low: 17%, Medium: 63%, High: 21%</p> <p><b>Spelling</b> Low: 58%, Medium: 33%, High: 8%</p> <p><b>Grammar and Punctuation</b> Low: 21%, Medium: 54%, High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>38%</b>            VET units of competence satisfactorily completed in 2017: <b>70%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>83%</b></p>		



## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 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>91 %</td> <td>88 %</td> <td>87 %</td> <td>88 %</td> <td>91 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	87 %	88 %	91 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	87 %	88 %	91 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Higher</p> <p>● Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="background-color: lightblue; border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="background-color: lightblue; border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</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).

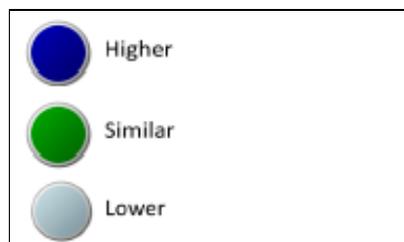


## What does *School Comparison* refer to?

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

St Arnaud Secondary College had an operating surplus of just over \$100,000 but actually incurred a credit deficit on its staffing. Any surplus funds are being allocated to improvement of facilities during the course of 2018, some of which have already been undertaken, including the creation of a Student Management Centre, completion of facilities to house our College vehicles and upgrading our audio-visual facilities in the School Hall. The College did not receive any other sources of funding outside the SRP during 2017 and there were not any extraordinary revenue items. The College made the decision to purchase a new 20 seater bus and a Toyota Tarago (8 seat people mover) with a view to making transport more affordable for our students. The Council and Finance Sub-Committee are also aware that we need to maintain a focus on our school funds to ensure that current students are receiving the benefit of the College's finances.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,685,277	High Yield Investment Account	\$212,950
Government Provided DET Grants	\$525,929	Official Account	\$4,947
Government Grants Commonwealth	\$5,150	Other Accounts	\$207,029
Government Grants State	\$7,669	<b>Total Funds Available</b>	<b>\$424,926</b>
Revenue Other	\$53,636		
Locally Raised Funds	\$81,927		
<b>Total Operating Revenue</b>	<b>\$3,359,588</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$265,041		
Equity (Catch Up)	\$28,030		
<b>Equity Total</b>	<b>\$293,071</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,698,647	Operating Reserve	\$81,981
Books & Publications	\$7,995	Asset/Equipment Replacement < 12 months	\$43,997
Communication Costs	\$10,163	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$97,444	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Miscellaneous Expense <sup>3</sup>	\$100,553	Beneficiary/Memorial Accounts	\$38,467
Professional Development	\$14,090	Revenue Received in Advance	\$6,500
Property and Equipment Services	\$195,571	School Based Programs	\$5,720
Salaries & Allowances <sup>4</sup>	\$46,689	School/Network/Cluster Coordination	\$1,882
Trading & Fundraising	\$12,391	Other recurrent expenditure	\$23,978
Travel & Subsistence	\$9,933	Asset/Equipment Replacement > 12 months	\$20,000
Utilities	\$64,072	Capital - Buildings/Grounds incl SMS>12 months	\$22,401
		<b>Total Financial Commitments</b>	<b>\$424,926</b>
<b>Total Operating Expenditure</b>	<b>\$3,257,548</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$102,040</b>		
<b>Asset Acquisitions</b>	<b>\$180,355</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 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.*