

2021 Annual Report to The School Community



School Name: St Arnaud Secondary College (8335)



- 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 2021 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 26 April 2022 at 10:12 AM by Tony Hand (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 10:14 AM by Bill Anderson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

St. Arnaud Secondary College is a single campus secondary college located in the East Wimmera in the Northern Grampians Shire. It is 135kms north west of Ballarat and mid-way between Horsham and Bendigo each being just over a hour away by car. The town of St. Arnaud has a population of approximately 2500. The College services a population with a geographic radius of approximately 25kms from the town. The school has two main primary schools, St. Arnaud Primary School and St. Patrick's Primary School. At the February Census, the College had a student population of 128.4 with a FTE of 16.6 teaching staff and 5.5 EFT Education Support staff. We did not have any Aboriginal or Torres Strait Islander staff, nor any overseas students.

Vision: To provide a dynamic, collaborative and caring learning environment in which all members are respected and valued; with a focus on providing positive, challenging and authentic learning experiences that recognise individual learning needs, maximise individual potential, foster independent learning and develop responsible citizens.

Values: Through collaboration and consultation the St. Arnaud Secondary College community have re-committed to the values of Respect, Responsibility and Resilience.

These values are at the core of the positive culture at our school.

Purpose: The College is continuing a professional journey, initially with staff, to build a more unified and team based culture, where professional learning is as important as student outcomes.

By doing this, we aim to build a foundation and a whole new way of going about our work.

Framework for Improving Student Outcomes (FISO)

Despite another interrupted year due to the COVID pandemic and a series of ongoing lockdowns, St. Arnaud Secondary College was able to deliver on the required 2021 Priorities goal. The Tutor Learning initiative allowed us to either create some smaller classes or put additional staff into classes to give support to a wide range of students across all Key Learning areas. We were also able to adapt very quickly between On-site Learning and Remote Learning, still providing the vast majority of our students with a full daily timetable of classes which was the envy of many parents of other schools. Consistent follow up with students and families enabled us to keep most of our students connected and engaged with their schooling, and with each other. The College also made the decision to allocate our extra curricular sport money to each student to encourage them to join up with local sporting groups by subsidising their membership costs. These initiatives were very gratefully received by our school community. We were also able to develop and document an agreed instructional model which is in the process of being implemented. We did this through a series of meetings of consultation with the whole staff, and using the HITS document as a foundation for the model. Staff had numerous opportunities to engage with and mould the process, ensuring the model would be adaptable to fit the wide range of classes that a secondary school delivers.

Achievement

As mentioned in the previous section, the staff were able to pivot quickly into and out of Remote Learning, maintaining daily contact with all students in all subjects. This meant that all Year 10 to 12 classes were fully operational every day, and that at least 70% of out Year 7-10 classes were operational during remote learning. This was an informed decision through experience and feedback, that younger students were not able to maintain concentration levels for a full five hours a day when presented on the screen. We also offered students on site delivery, especially for our small Year 12 classes where social distancing measures were easily adhered to. Students who missed more than two lessons in a day were contacted directly and parents informed. These experiences have aided staff understanding in the importance of differentiation for every students and this will be a continued focus into 2022.

Given the challenges of the past two years, our School Performance report shows that we are in the Renew category for Literacy - meaning that we have maintained our performance while Numeracy shows that we have progressed to Stretch category indicating that overall we have improved student performance. Of particular note was the significant increase in the percentage of students meeting or above benchmark growth in Numeracy from Years 7 to 9.

Another area of significant growth is that of VCE scores and outcomes with this area steadily improving over successive years to be in a current very high level. We have significantly outperformed the target that was set in our last Strategic Plan in both 2020 and 2021 - despite both years being effected by the pandemic.

Engagement

Many of the strategies employed during the periods of Remote and Flexible learning focused on maintaining or improving student engagement. We purposefully had regular contact with students through the provision of classes as outlined above, and ensured that any students who were falling behind, or were missing from classes were followed up. If students were identified as being at risk, either socially, emotionally or educationally, we negotiated with parents to have those students on site during remote learning. We actively sought feedback from students following periods of remote learning to gauge what was working well and what required improvement or refinement and we aimed as a staff to make improvements each time. Any student who had fallen behind during periods of Remote and Flexible learning was able to come into the College and catch up on any missed work with the help from staff on site. Regular parent consultation was used to ensure that students did not fall through the cracks, and minimise the effects of repeated remote learning periods.

By doing these things, and through our work in building relationships with students, we have been able to increase our attendance rate as it appears on the 2021 School Performance Report.

Wellbeing

During the course of the pandemic over the past two years a Welcare Team has been formed which has members from the Early Childhood precinct, St. Arnaud Primary School and St. Arnaud Secondary College. The main focus of this team was to support students and families throughout periods of change between on site and remote delivery. This has been greeted positively by families and has aided communication with some of our traditionally hard to reach families. The introduction of family mentors - which has worked alongside our Welcare Team has also been a very positive initiative which has had a number of unintended positive spin-offs. Communication with our families has increased, and this has led to greater participation in school events (where possible) such as information evenings. This is reflected in our Attitudes to School survey results, which have improved over the past four years to be in line with similar school and the state average.

Finance performance and position

The College has recorded a significant surplus in 2021 due in part to two major factors. Firstly, staffing the College has been difficult - there is a real challenge to find appropriate and suitably qualified staff and the College was forced to run with one less staff member than was our optimum in 2021. The second and more significant factor was the announcement that the College would be receiving a \$10M grant from the State Government for refurbishment and modernisation. This led to at least one significant project - the upgrading of the General Office and entrance area - to be postponed to see how it aligns with the new Master Plan for the College. A number of other smaller projects were also put on hold to see how they integrated, or if they are needed when the new plans are finalised. We are already aware that there will now be some new significant projects, like the refurbishing of the current library to become our new School Hall and Performance Centre which will be funded by the College in the next three years. This will be a major boost to our College and for the community of St. Arnaud.

For more detailed information regarding our school please visit our website at
www.starnaudsc.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 128 students were enrolled at this school in 2021, 62 female and 66 male.

NDP percent of students had English as an additional language and NDP 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).

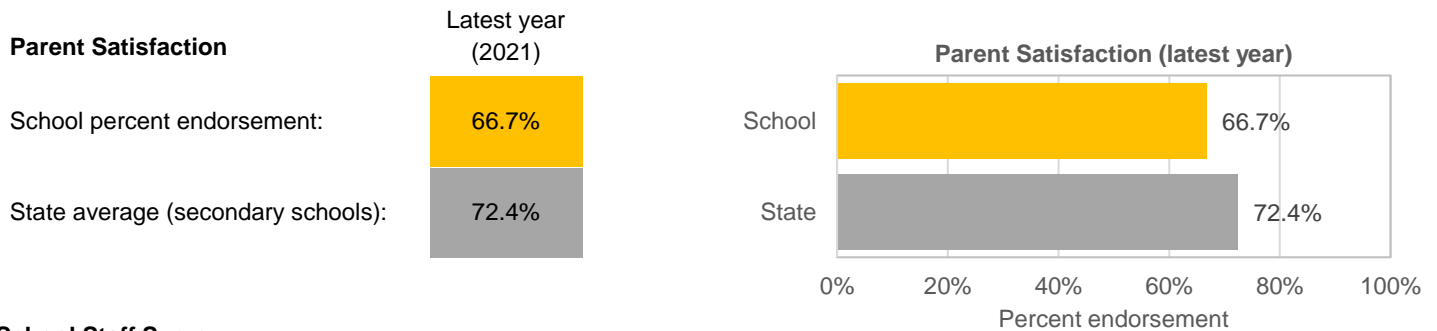
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

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.

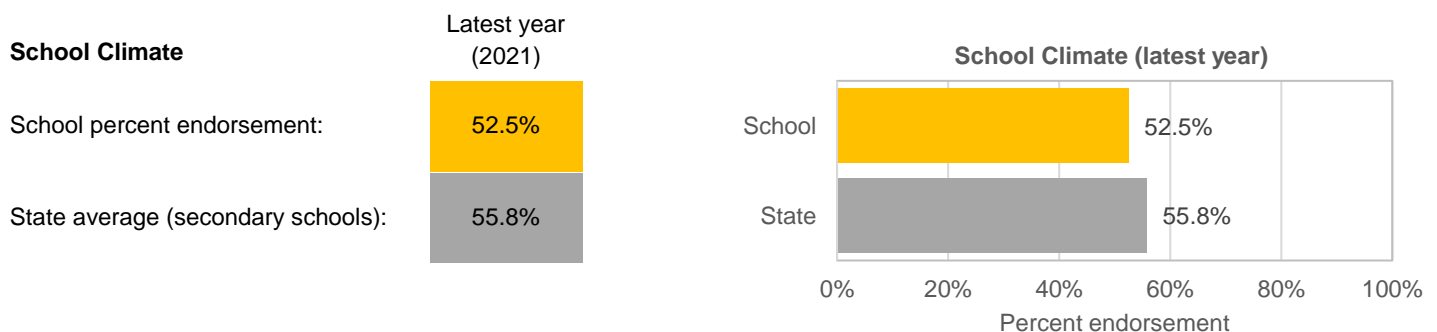


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

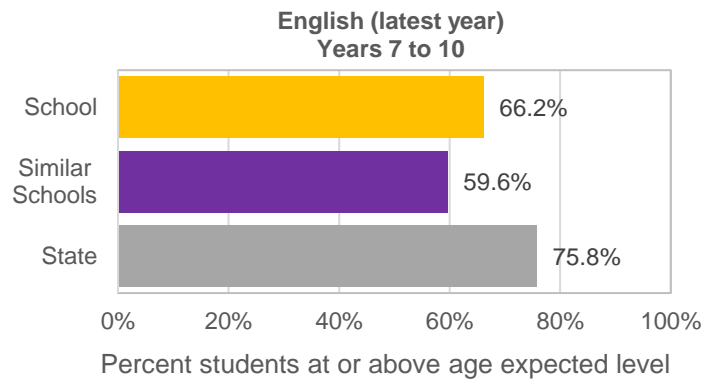
66.2%

Similar Schools average:

59.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

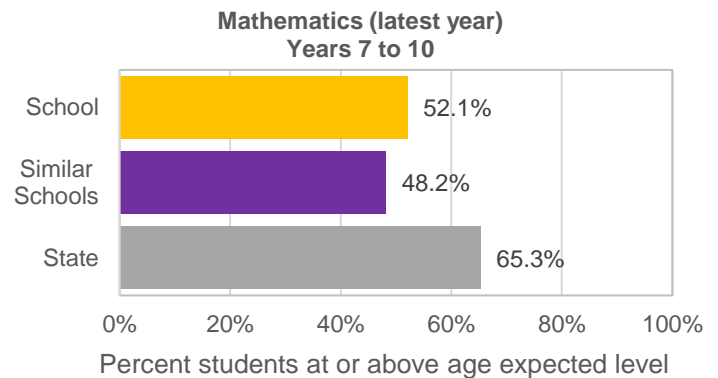
52.1%

Similar Schools average:

48.2%

State average:

65.3%



ACHIEVEMENT (continued)

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.

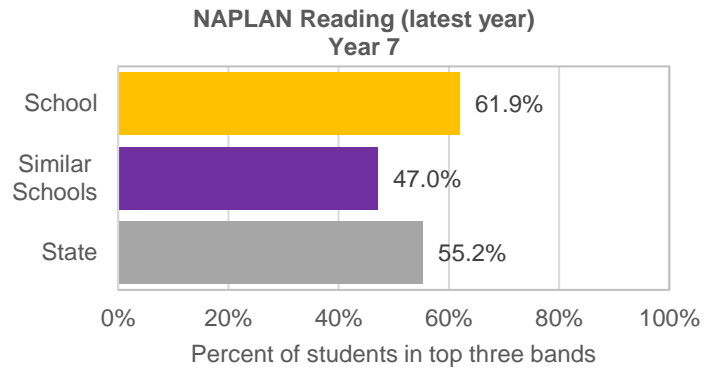
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

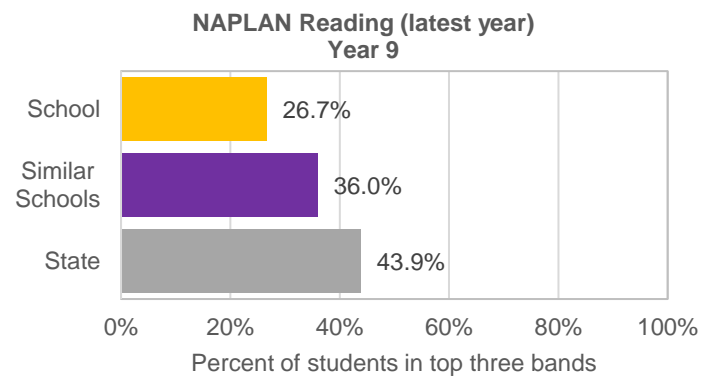
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	51.6%
Similar Schools average:	47.0%	46.8%
State average:	55.2%	54.8%



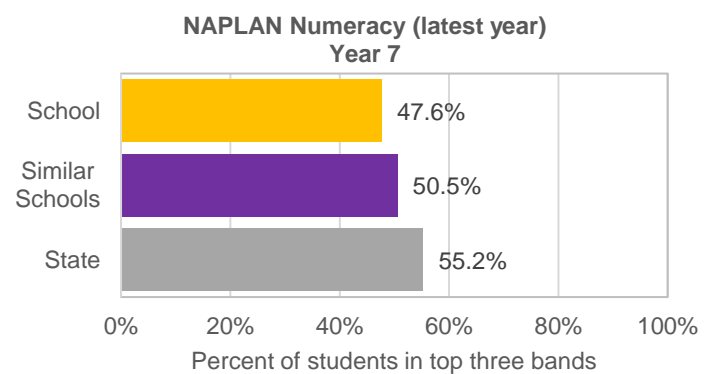
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.7%	31.4%
Similar Schools average:	36.0%	40.7%
State average:	43.9%	45.9%



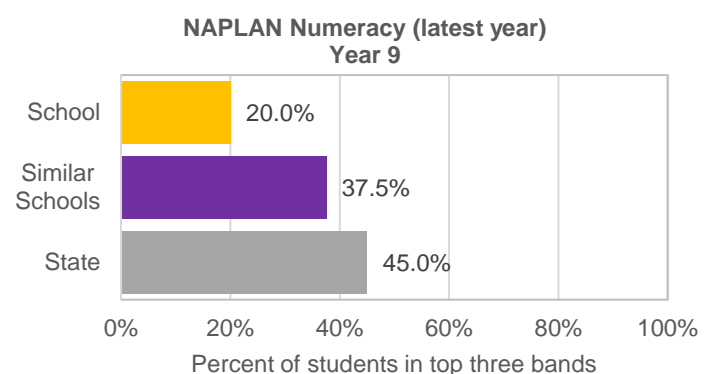
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.6%	47.5%
Similar Schools average:	50.5%	50.8%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	27.5%
Similar Schools average:	37.5%	44.1%
State average:	45.0%	46.8%



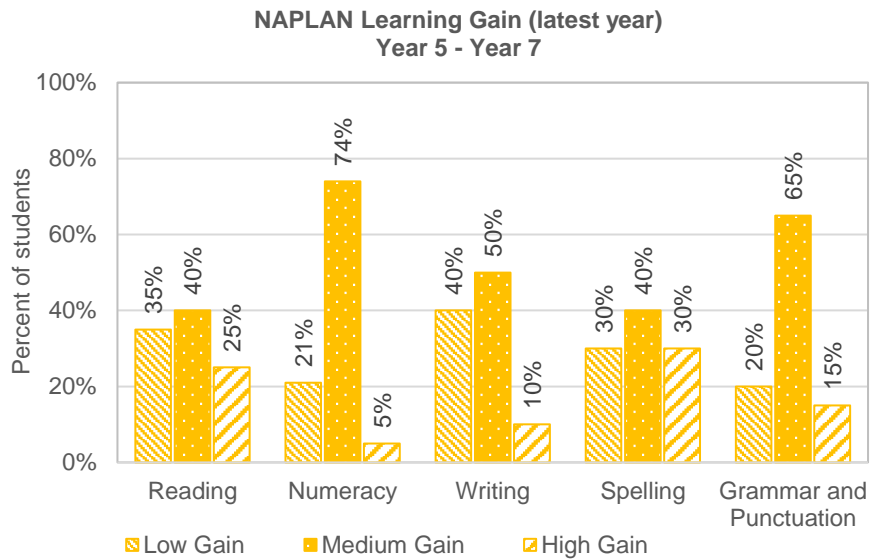
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

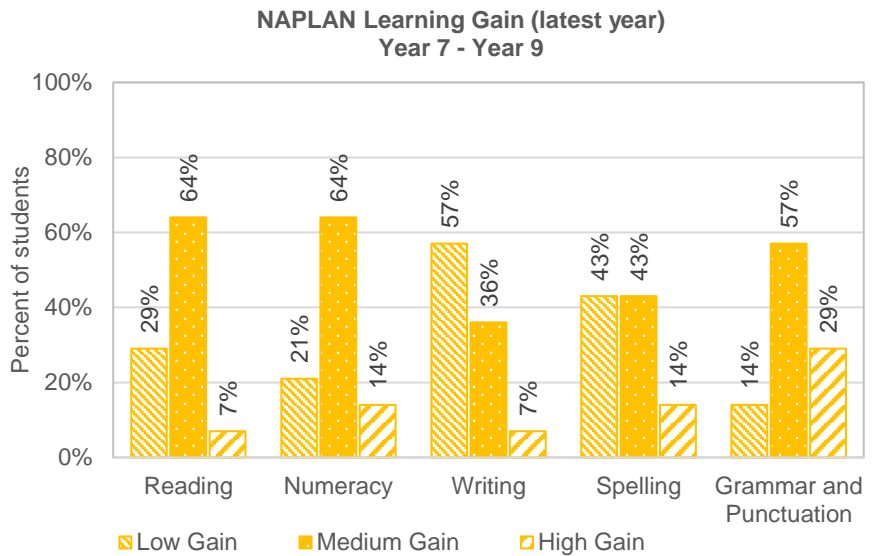
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	40%	25%	19%
Numeracy:	21%	74%	5%	21%
Writing:	40%	50%	10%	17%
Spelling:	30%	40%	30%	24%
Grammar and Punctuation:	20%	65%	15%	22%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	64%	7%	20%
Numeracy:	21%	64%	14%	21%
Writing:	57%	36%	7%	16%
Spelling:	43%	43%	14%	22%
Grammar and Punctuation:	14%	57%	29%	23%



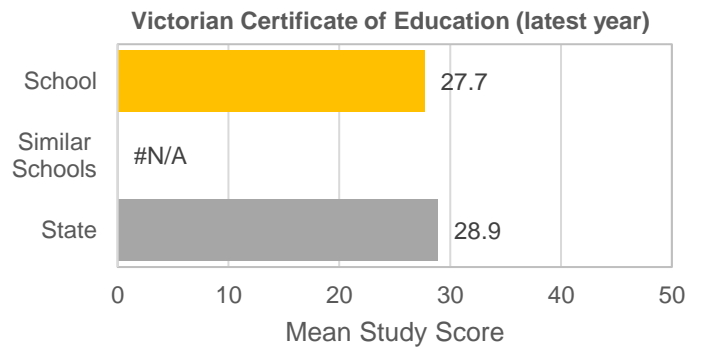
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	27.7	26.6
Similar Schools average:	28.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

46%

VET units of competence satisfactorily completed in 2021*:

43%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

89%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

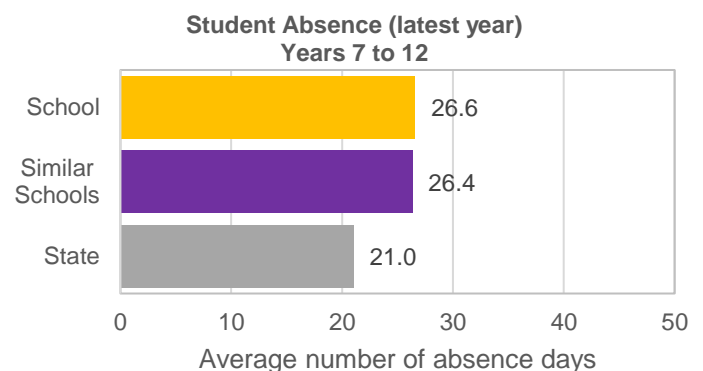
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	26.6	22.6
Similar Schools average:	26.4	23.5
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

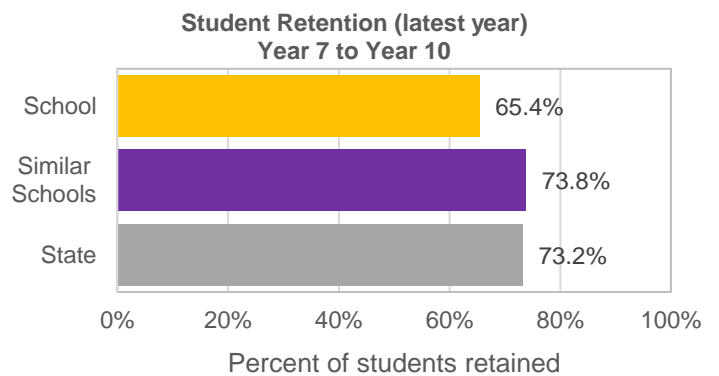
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	88%	80%	86%	90%	90%

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 (2021)	4-year average
School percent of students retained:	65.4%	68.1%
Similar Schools average:	73.8%	71.9%
State average:	73.2%	72.9%



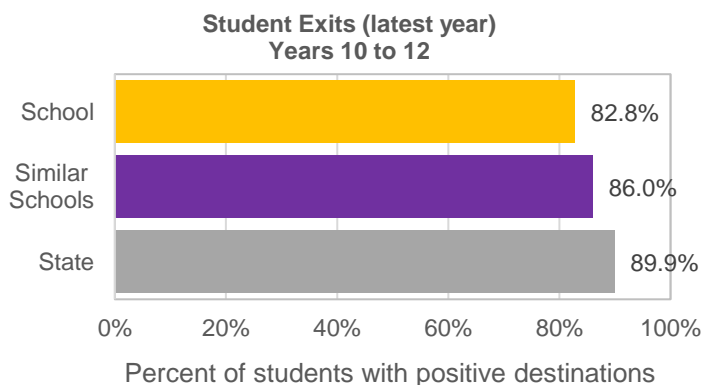
Students exiting to further studies or full-time employment

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	82.8%	77.1%
Similar Schools average:	86.0%	86.1%
State average:	89.9%	89.2%



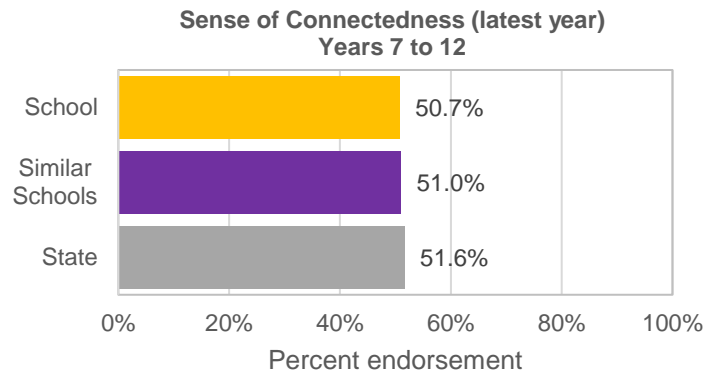
WELLBEING

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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.7%	43.5%
Similar Schools average:	51.0%	53.6%
State average:	51.6%	54.5%

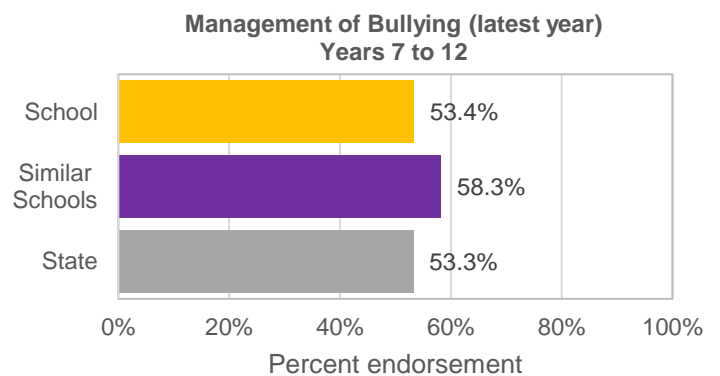


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.4%	45.5%
Similar Schools average:	58.3%	60.2%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,627,793
Government Provided DET Grants	\$784,216
Government Grants Commonwealth	\$0
Government Grants State	\$7,085
Revenue Other	\$6,391
Locally Raised Funds	\$79,265
Capital Grants	\$0
Total Operating Revenue	\$3,504,749

Equity ¹	Actual
Equity (Social Disadvantage)	\$120,963
Equity (Catch Up)	\$8,005
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$128,968

Expenditure	Actual
Student Resource Package ²	\$2,466,155
Adjustments	\$0
Books & Publications	\$9,285
Camps/Excursions/Activities	\$56,340
Communication Costs	\$17,000
Consumables	\$105,537
Miscellaneous Expense ³	\$14,597
Professional Development	\$10,192
Equipment/Maintenance/Hire	\$90,785
Property Services	\$124,812
Salaries & Allowances ⁴	\$43,275
Support Services	\$84,863
Trading & Fundraising	\$8,827
Motor Vehicle Expenses	\$5,665
Travel & Subsistence	\$0
Utilities	\$57,552
Total Operating Expenditure	\$3,094,884
Net Operating Surplus/-Deficit	\$409,866
Asset Acquisitions	\$27,086

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$694,393
Official Account	\$12,511
Other Accounts	\$0
Total Funds Available	\$706,904

Financial Commitments	Actual
Operating Reserve	\$98,168
Other Recurrent Expenditure	\$1,451
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$29,082
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,353
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$56,973
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$167,314
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$761,341

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.