

2019 Annual Report to The School Community



School Name: Springside West Secondary College (8784)



- 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 28 October 2020 at 03:28 PM by John Goodman (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 30 October 2020 at 08:13 PM by Yvonne Burgoine (School Council President)

About Our School

School context

Springside West Secondary College is a new school being established in the growth corridor of the north western suburbs in the new suburb Fraser Rise. It is anticipated that the school will grow to an enrolment of over a thousand students by the start of 2021.

The school opened at the beginning of the 2018 school year with an enrolment of 171 students- 35 in Year 10 and 136 in Year 7. In 2019 the enrolment profile of the entire school grew to over 400 students, with cohorts at Years 7, 8, 10 and 11. In 2020 the school grew to an enrolment of 740 students with a full program of years 7-12. In 2021 it is anticipated that the enrolment of the school will grow to around 1000 students.

The design concept of Springside West Secondary College is contemporary, reflecting education research in exemplary learning settings.

Students are housed in Learning Neighbourhoods, with their core teachers. There is full access to 21st Century learning tools through internet connectivity. Built facilities include: one Learning Neighbourhood and the Arts & STEM building, with an enrolment capacity of up to 500 students built in 2017; two additional Learning neighbourhood buildings, a Performing Arts and Music centre and a Gymnasium built in 2018-19. The total capacity of the permanent buildings is 1200 students, with an estimated peak enrolment of more than 1500 students in coming years. Relocatable classrooms will be required to cater for this enrolment growth.

Framework for Improving Student Outcomes (FISO)

The FISO work of 2019 reflected the reality of the school being in its second year of operation without a strategic plan. The main focus was on building the most robust teaching and learning culture possible significant amount of work to document the curriculum as required in line with this objective. Transition pathways were developed to build student confidence and allow for aspiration for students. The school value of growth was placed at the centre of the FISO model in the way it was approached by the school. Empowering students and building school pride was enacted by the development of our Year Nine curriculum and the further development of the school SRC. The FISO focus on health and well being for students was delivered by the development of the school pathways and well being program entitled all you can be and the SWPBS matrix being developed and rolled out to staff and students. Building practice excellence was furthered by refining and articulating the school instructional model.

Achievement

New programs for Year 8 and 11 cohorts were developed and refined over the course of the year. The PSD program of the school continued to grow with a rapid expansion of staffing. In terms of student growth, challenges were identified with students entering the school in the area of numeracy and writing. The newly developed Year 8 and 11 curriculum were implemented and planning was commenced with regard to the writing and development of the Year 9 curriculum for 2020. PAT testing data for numeracy with the Year 8 cohort continued to show students slightly below the normative data but with less of a bottom curve in the second testing period. For literacy, grammar and punctuation data at Year 8 showed a pleasing trend of being above the norm by the end of Year 8 but with a slightly lower upper level of achievement. These were meaningful data sets given that we have had the students for almost a full two years by the time of the second semester testing phase.

Engagement

The development of professional learning teams was the key focus with regard to engagement. Planning for the roll out of professional learning teams commenced and a working party was established to lift understanding and awareness in this area. A decision was made to carry over the PLC work into 2020 to enable full implementation. This was based on an awareness of the enormous amount of curriculum development work that was undertaken in 2019 and that a hurried or unclear PLC initiative might be more counterproductive than helpful. Working parties explored the scope of the PLC work, contacts were established with the regional office to begin training in 2020 and a learning specialist position was

created to support the work going forward. Staff opinion survey data for professional learning (44%) was the same for the network but lower than similar schools (51%) suggesting the need for the PLC work to be picked up again in 2020.

Wellbeing

The School Wide Positive Behaviour (SWPBS) matrix was developed after much discussion and effort from the well being team of the school. The matrix was then implemented through careful explanation and guidance with the staff and students of the school. Key staff members attended regional training and support for the SWPBS was provided with guest speakers from the regional office attending the school to present to staff. The sense of connectedness in the 2019 attitudes to school survey sits at 51%, slightly lower than similar schools(53%) but above network schools(48%). This suggests a positive foundation with which to build in 2020 and beyond with the SWPBS matrix. Equity funding was used to implement the SWPBS work and support the growing PSD program.

Financial performance and position

The school recorded a substantial surplus for the 2019 financial year. The surplus of \$482,333.00 was delivered as a result of a very high proportion of graduate teaching staff being employed. All inward funds came from the SRP and departmental funding. There are substantial works required to complete the build of the school that will utilise these funds in future. The costings below are estimates:

Shade cloths near canteen and buildings- \$50,000- essential for sun safe spaces as the community grows;

Landscaping to accommodate new relocatable: \$20,000- the school has a built capacity of 1200 students and will need to accommodate another 300-400 students;

Building of Maintenance shed: \$50,000;

Completion of theatre fit out: \$300,000 to have full functionality and lighting sound enhancements;

Additional bike shed facilities: \$30,000 to allow for the dramatic increase in student enrolments and encourage the healthy practice of riding to school;

Seeding and irrigation of school oval to allow for full use of the space: \$200,000- currently the oval is not suitable for sporting use as it is too uneven;

Boundary fence for sports oval- \$20,000 to manage/prevent pedestrian and outside traffic onto the oval space;

Additional lighting for walkways: \$50,000 to assist with safe movement around the school at after hour events;

Boundary fence to the southern end of the school: \$40, 000 Very important as cars and motorbikes are able to drive onto the school grounds currently.

Installation of booms x 2 to prevent parent access to school car park: \$30,000. This is critical for student safety.




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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 422 students were enrolled at this school in 2019, 209 female and 213 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar ● Below
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>Below ●</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5-7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	50%	19%	Numeracy	34%	49%	17%	Writing	23%	48%	30%	Spelling	25%	52%	23%	Grammar and Punctuation	34%	48%	18%	<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>
Domain	Low	Medium	High																							
Reading	31%	50%	19%																							
Numeracy	34%	49%	17%																							
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<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>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below ●</p>																								

Students in 2019 who satisfactorily completed their VCE: **N/A**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A**
 VET units of competence satisfactorily completed in 2019: **84%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **88%**


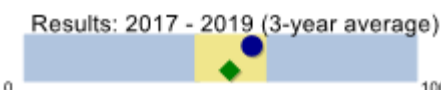


Performance Summary

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>93 %</td> <td>91 %</td> <td>NA</td> <td>92 %</td> <td>95 %</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	NA	92 %	95 %	NA	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	NA	92 %	95 %	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</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>Below ●</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>Below ●</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	\$4,323,469	High Yield Investment Account	\$815,962
Government Provided DET Grants	\$740,935	Official Account	\$35,013
Government Grants Commonwealth	\$1,773	Total Funds Available	\$850,975
Government Grants State	\$1,063		
Revenue Other	\$21,705		
Locally Raised Funds	\$167,640		
Total Operating Revenue	\$5,256,585		
Equity¹			
Equity (Social Disadvantage)	\$29,858		
Equity (Catch Up)	\$35,227		
Equity (Social Disadvantage - Extraordinary Growth)	\$28,897		
Equity Total	\$93,982		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,826,262	Operating Reserve	\$160,119
Books & Publications	\$13,229	Other Recurrent Expenditure	\$420
Communication Costs	\$10,542	Funds Received in Advance	\$25,110
Consumables	\$109,177	School Based Programs	\$492,657
Miscellaneous Expense ³	\$212,774	Funds for Committees/Shared Arrangements	\$3,715
Professional Development	\$17,995	Maintenance - Buildings/Grounds < 12 months	\$106,290
Property and Equipment Services	\$392,655	Total Financial Commitments	\$788,311
Salaries & Allowances ⁴	\$152,681		
Trading & Fundraising	\$12,345		
Travel & Subsistence	\$137		
Utilities	\$73,840		
Total Operating Expenditure	\$4,821,636		
Net Operating Surplus/-Deficit	\$434,949		
Asset Acquisitions	\$329,861		

(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 26 February 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)

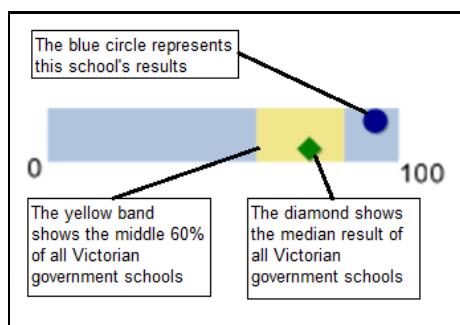
Engagement

- 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').