

2020 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 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 20 April 2021 at 10:49 AM by John Goodman (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 10 May 2021 at 09:42 AM by Yvonne Burgoine (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

<p>School context</p>
<p>Our school values are Growth, Community and Challenge. The Springside West Secondary College SSP has a focus on three key areas- full implementation of the school instructional model, implementation of the school professional learning communities priority and full implementation of the school wide positive behaviour initiative. There are approximately 95 FTE staff including ES staff on site and this figure is expanding with the growth of the school, none of whom currently identify as being of Aboriginal or Torres Strait Islander descent. The college is located in the growth corridor suburb of Fraser Rise in the City of Melton, near Caroline Springs and north-west of the Melbourne CBD. The current enrolment profile is approximately 970 students, after growing from 175 students in 2018 the first year of operation for the school.</p>
<p>Framework for Improving Student Outcomes (FISO)</p>
<p>Springside West made partial progress toward full implementation of the school instructional model, implementation of the school professional learning communities priority and full implementation of the school wide positive behaviour initiative. Progress was stalled somewhat by the lockdown and various COVID 19 restrictions, which meant that the capacity of the school to meet and plan was significantly reduced. The commencement of 2021 has seen the college leadership team and staff pick up this work again with enthusiasm without the very significant logistical and resource challenges of a disrupted year. Springside West Secondary College can be rightfully very proud of our efforts during the remote learning phase with staff stepping up to the challenge well.</p>
<p>Achievement</p>
<p>Our target toward improved literacy and numeracy growth was hampered by the lockdown, although the college approach of having daily structured lessons following the timetable did ensure that a sense of connectedness to school meant that follow up will be easier in 2021. Our first group of Year 12 students did well as a cohort with all students completing their VCAL and an all study score of 26 being achieved for the school. While the latter is a result that we will be seeking to build upon significantly, it is a significant story of success given the challenges that this particular cohort presented with as they entered the school from Year 9 in 2018.</p>
<p>Engagement</p>
<p>At the commencement of 2020 the college had an average attendance at well below 15 days as per our strategic plan target. Data for attendance during the lockdown disruptions is obviously not reliable, but it the very hard work of the sub schools in 2020 to maintain a sense of connection with the school is should be noted. Student attitudes to school data and staff opinion data is likewise of limited value as a result of the disruptions, but it is significant to note the student opinion data for student voice and agency jumped to 44% in the year, a noteworthy achievement in a year of such massive disruption.</p>
<p>Wellbeing</p>
<p>The well being focus of the college understandably shifted from implementation of the SWPBS on site to working as hard as possible to maintain a sense of connection and engagement during lockdown. Some data sets worth noting relate to: firstly, classroom behaviour which rose significantly to a 65% positive reading. This suggests that the efforts of staff to manage classes during the COVID disruption were noted positively by students. Secondly, respect for diversity which showed improvement from 39% approval from students in 2019 to 51% in 2020. Both pleasing trends achieved in the face of very significant challenges. It is also worth noting that although the SWPBS was not active in the sense of issuing success passes, the underlying culture engendered by the program was no doubt in no small part a future of the positive outcomes listed here.</p>
<p>Financial performance and position</p>

Due to the relatively low costs of employing many staff in the first five years of their careers with many graduates in their first year teaching, the college was able to record a sizable surplus. The college did receive equity funding of \$76,483.00 and this was spread over numeracy and literacy intervention, professional development for staff, the college All You Can Be Well Bein and Pathways program, student welfare, Flip, various learning materials(Ipads, Headphones, Awards), purchase of ScootPad literacy software and additional equity serving functions for the ACER Pat testing. The college has engaged a Project manager to upgrade the school oval and has completed a tender process for these works which is currently before the Victorian School Building Authority.

For more detailed information regarding our school please visit our website at
<https://www.swsc.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 754 students were enrolled at this school in 2020, 373 female and 381 male.

30 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) which takes into account parents' occupations and education.

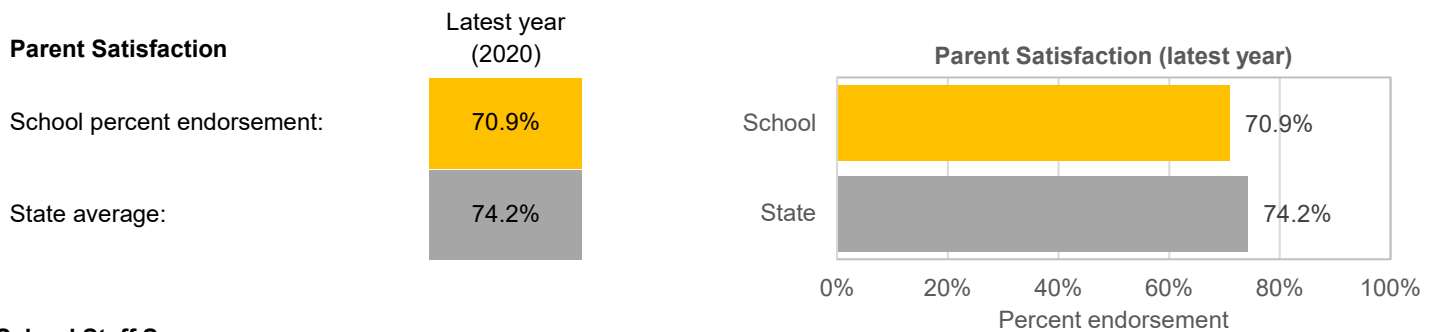
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

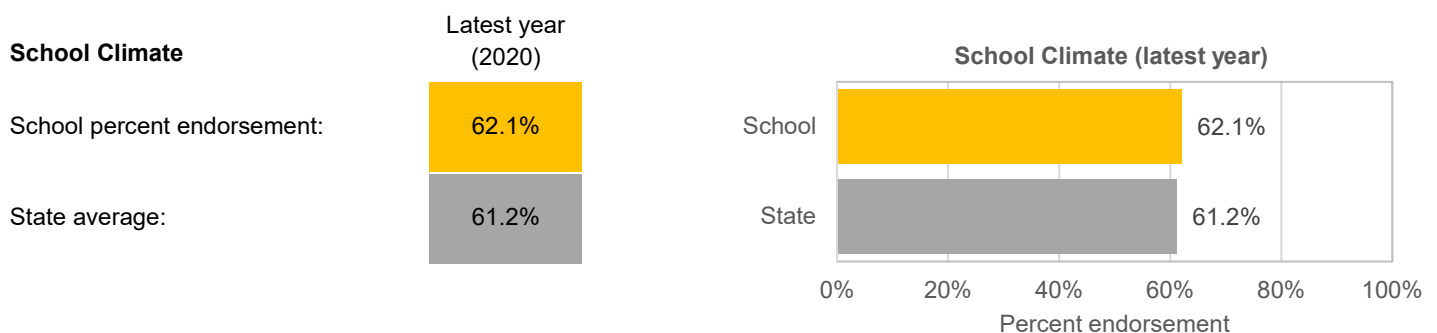


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

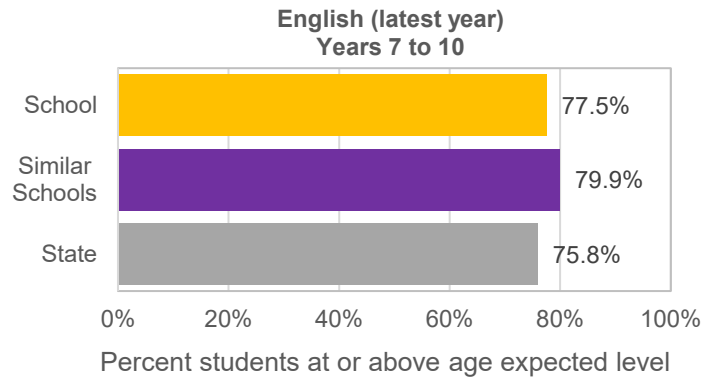
77.5%

Similar Schools average:

79.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

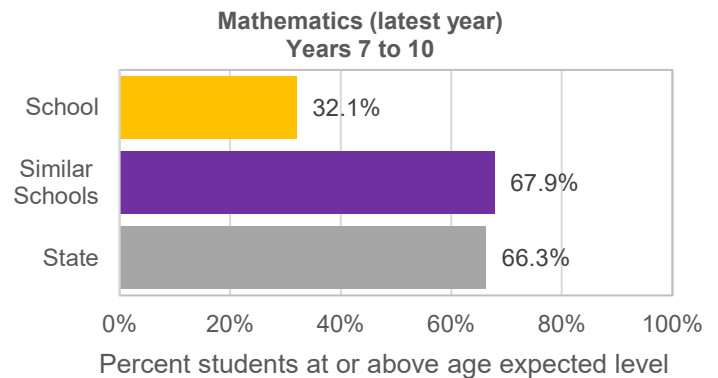
32.1%

Similar Schools average:

67.9%

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.

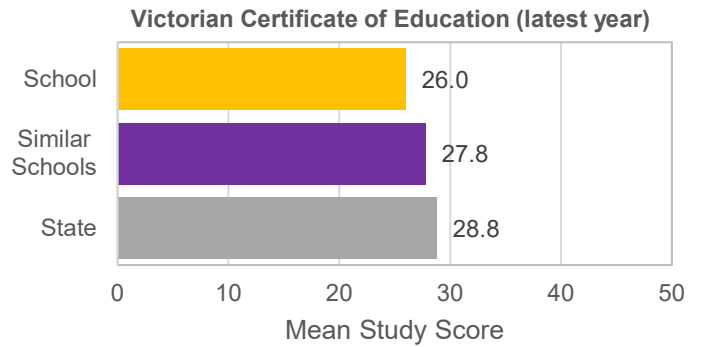
ACHIEVEMENT (continued)

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	26.0	26.0
Similar Schools average:	27.8	27.8
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:	100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	39%
VET units of competence satisfactorily completed in 2020:	86%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	95%

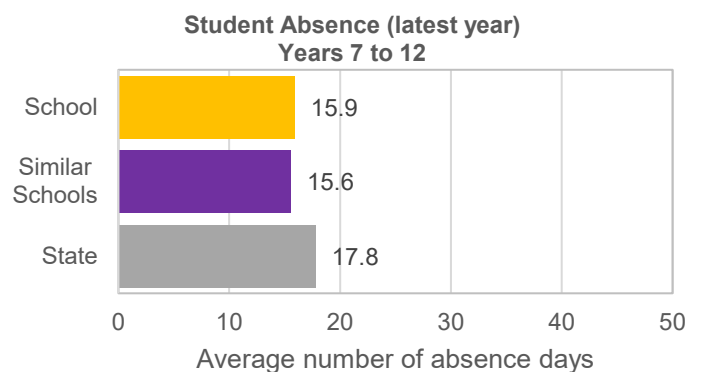
ENGAGEMENT

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:	15.9	15.9
Similar Schools average:	15.6	18.6
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

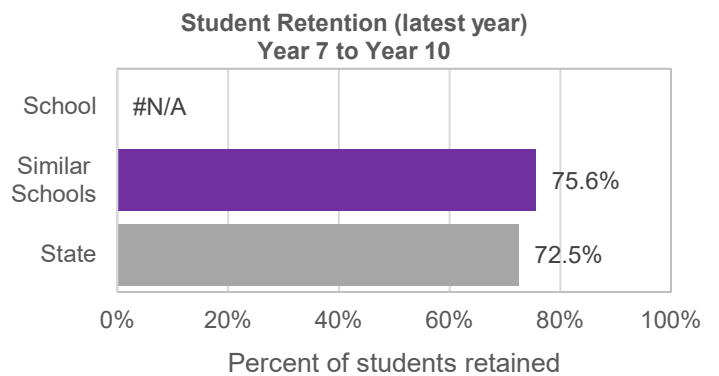
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	91%	90%	89%	95%	96%

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:	NDA	NDA
Similar Schools average:	75.6%	76.1%
State average:	72.5%	72.9%



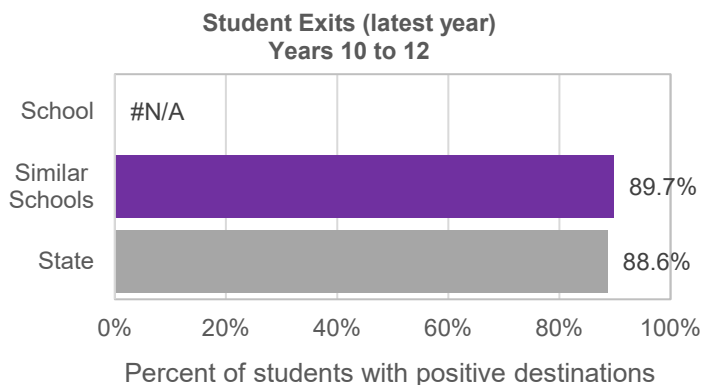
Students exiting to further studies or full-time employment

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:	NDP	NDP
Similar Schools average:	89.7%	91.1%
State average:	88.6%	89.1%



WELLBEING

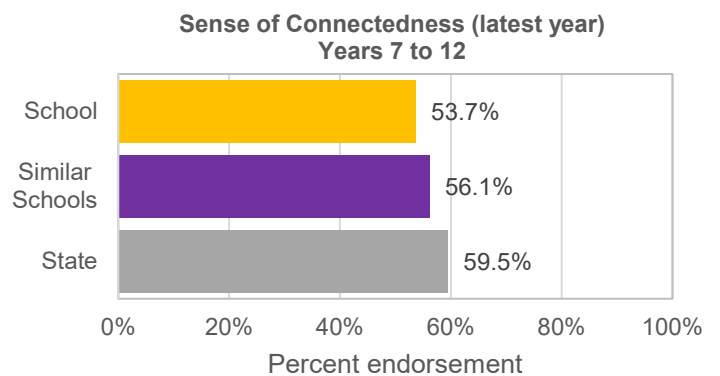
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	53.7%	54.3%
Similar Schools average:	56.1%	53.5%
State average:	59.5%	55.3%



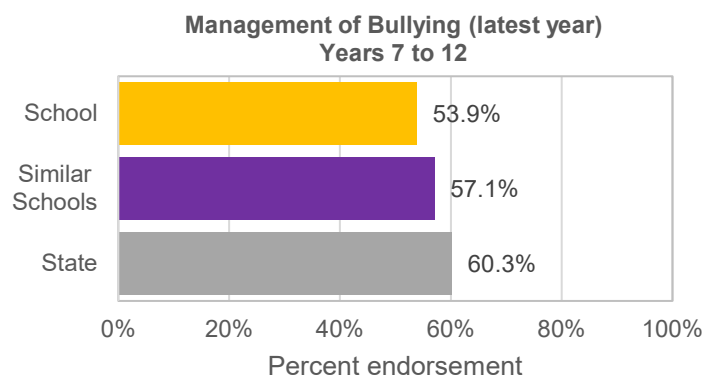
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	53.9%	53.4%
Similar Schools average:	57.1%	57.9%
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	\$7,901,648
Government Provided DET Grants	\$863,237
Government Grants Commonwealth	\$5,966
Government Grants State	NDA
Revenue Other	\$32,573
Locally Raised Funds	\$120,017
Capital Grants	NDA
Total Operating Revenue	\$8,923,441

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,992
Equity (Catch Up)	\$58,247
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	\$20,215
Equity Total	\$153,454

Expenditure	Actual
Student Resource Package ²	\$6,813,898
Adjustments	NDA
Books & Publications	\$17,843
Camps/Excursions/Activities	\$45,871
Communication Costs	\$13,760
Consumables	\$113,043
Miscellaneous Expense ³	\$25,478
Professional Development	\$16,569
Equipment/Maintenance/Hire	\$204,055
Property Services	\$77,774
Salaries & Allowances ⁴	\$110,342
Support Services	\$144,827
Trading & Fundraising	\$7,752
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$146
Utilities	\$64,027
Total Operating Expenditure	\$7,655,387
Net Operating Surplus/-Deficit	\$1,268,053
Asset Acquisitions	\$223,564

- (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	\$696,382
Official Account	\$32,249
Other Accounts	NDA
Total Funds Available	\$728,631

Financial Commitments	Actual
Operating Reserve	\$134,023
Other Recurrent Expenditure	\$150
Provision Accounts	NDA
Funds Received in Advance	\$44,890
School Based Programs	\$5,223
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,142
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$180,291
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$367,718

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.