

2021 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 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 29 April 2022 at 02:04 PM by John Goodman (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 29 April 2022 at 06:04 PM by Yvonne Burgoine (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

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.

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 the enrolment of the school was 970 students, and in 2022 the school now has an enrolment of 1200 students.

Springside West Secondary College is dedicated to developing an inclusive high achieving culture. We strive at all times to know our students and direct their learning in accordance with our school values: Growth: We are motivated learners, always striving for personal development and academic excellence; Challenge: We take responsibility for our learning and seize new opportunities with determination and optimism; Community: We treat all members of our community with respect and are responsible for our actions and environment. The school draws from a pool of over 38 different language groups.

Framework for Improving Student Outcomes (FISO)

Springside West Secondary College has continued to work hard on its strategic objectives over the past year. Despite the disruptions of remote learning, we have been able to move on our professional learning teams initiative well. Professional learning teams have been established in every faculty in the school and have regularly met and training has been undertaken. The strategic focus of our instructional model has been somewhat impacted by remote learning and the various disruptions of 2021. We have commenced 2022 with a renewed focus on this area, and in 2021 we allocated a learning specialist to oversee this work. This alignment of school resources should deliver pleasing results. Our work on the schoolwide positive behaviour matrix continues to develop. We have worked in close consultation with regional staff to develop and built a successful culture of expectations in this area. These three key areas of our strategic plan have continued to be the centrepiece of our planning for 2021. A key early piece of data for the college was our successful increase of our all study score for the school in the VCE from 26 to 28. This aligns well with our strategic plan objective of having an old study score at the end of the strategic plan of 29. The success of this should not be underestimated as we are a new school in only our fourth year of operation in 2021. It was also pleasing to note that we now have a VCAL completion rate of 100%.

Achievement

It is impossible to discuss our student achievement results without focusing on remote learning. The college successfully pivoted toward remote learning at various points in the year, and most particularly in term 3 for an extended period. The school maintained classes in all periods each day and this was important in maintaining a connexion with students. The full impact of this in terms of student achievement data can be measured in the coming year. However, it was notable that many students returned well when the school returned from remote learning in term 4. Outside of significant long term school refusal, the number of students who returned indicated the connection maintained by the school was strong. The college programme for students with disabilities continued to grow and achieve well. We now have over 20 students with a range of special needs that we work with. Our dedicated leading teacher who leads this particular program has continued to adapt and adjust the programme during remote learning. We continue to seek funding in areas where students have special needs that require further support and guidance in the mainstream classroom. Maintaining staffing levels in the tight labour market currently is a challenge in the PSD area.

Engagement

The college employed a number of highly effective strategies to address student non-attendance. Again, it is impossible to discuss this area without a close reference to our experiences during remote learning. An attendance officer was employed in 2021 to follow up regarding matters of non attendance and this role was continued during remote learning. The attendance officer maintained daily contact with students who were showing significant signs of non attendance. Regular reports back to the heads of School and the principal class team with regard to students not attending were a feature of our work in 2021 also. Liaison with the Department of Education and training through regular updates back to them with regard to student absence was an important feature of understanding the local context with regard to non attendance. The college attendance data is at a student average of 32% for students with 20 or more days absent, this is consistent with the state average.

Wellbeing

The focus of our student well being work in 2021 had a twofold emphasis. The first emphasis was with regard to continuing the work of schoolwide positive behaviour. Again, it is important to note that this was disrupted due to remote learning. But upon resumption, we were able to pick up the threads of this initiative in term for an clarify the way we deal with major and minor behaviours in the classroom. This is led to a settled culture of classroom behaviour. The second emphasis of our student well being area was with regard to the return of students to on site learning. This continues to be a challenge and was particularly in term four of 2021. With this in mind, we have successfully applied for funding to employ some Community Liaison Officers in 2022. At the end of 2021 and into 2022, the school continued to see some serious violent behaviour as students reintegrated back into onsite learning. In term 4 of 2021 and into 2022, the college has responded by organising various education activities: the local police visiting, Bully zero and brainstorm productions who have all visited the school in term four to impart messages of working with others without violence. This will remain an ongoing feature of our work into the future. The student attitudes to school data showed respect for diversity at 40%, slightly down from previous years.

Finance performance and position

Springside West Secondary College ran an operating surplus for the 2021 year of \$713,000. A significant part of our output 2021 was devoted to the completion of the school oval. The college will share the funding commitment for this initiative with the Victorian School Building Authority. A contract with the previous provider of the school oval was terminated at the advice of the Victorian School Building Authority. The college received funding for equity of slightly over 80k and used it on a range of programs and resources to try to build some social capital among students. It has become apparent at the end of 2021 that the needs of the school in terms of physical resources will be a significant financial commitment in future years. This involves everything from completion of the relocatable classrooms, additional fencing, and other needs with regard to seating. All of these are features of a rapidly growing school.

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 963 students were enrolled at this school in 2021, 466 female and 497 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).

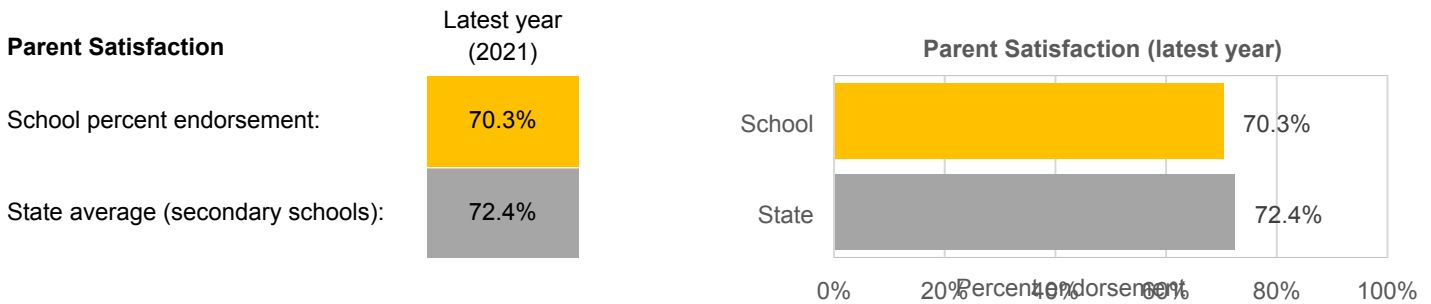
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

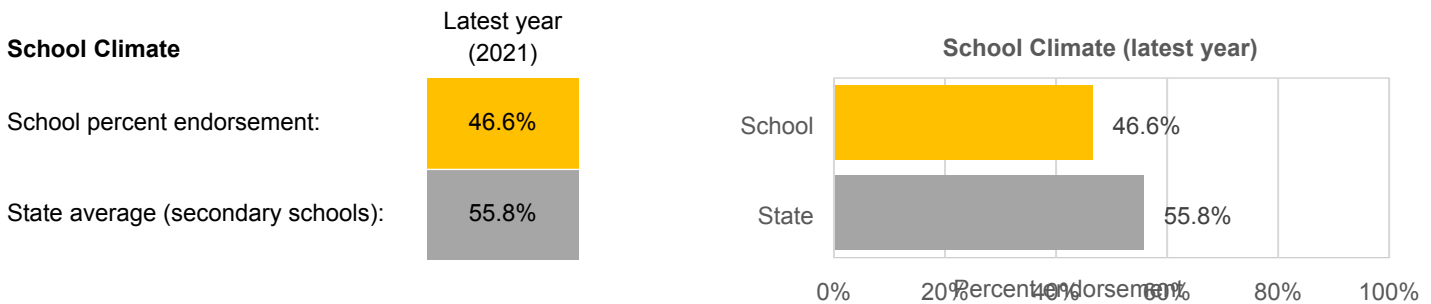


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

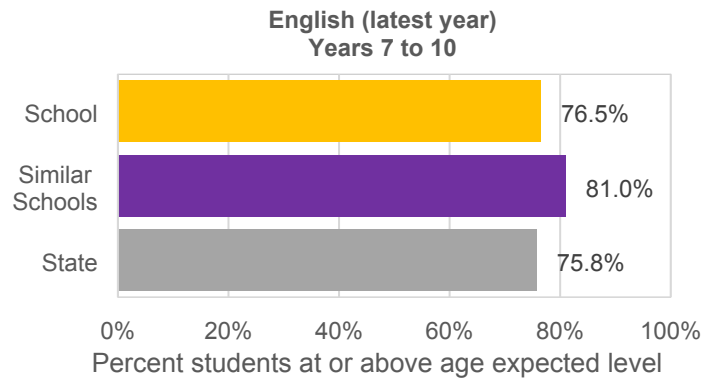
76.5%

Similar Schools average:

81.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

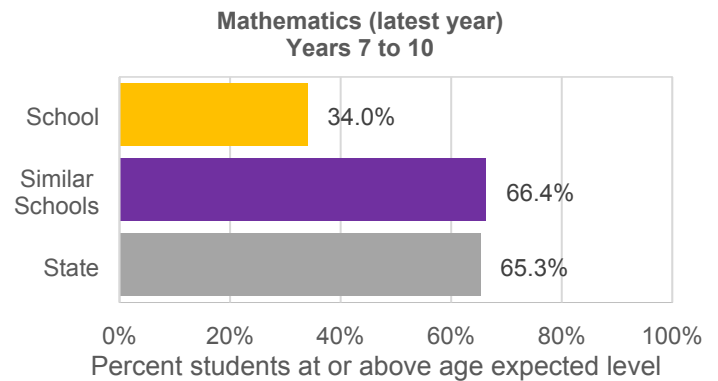
34.0%

Similar Schools average:

66.4%

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.

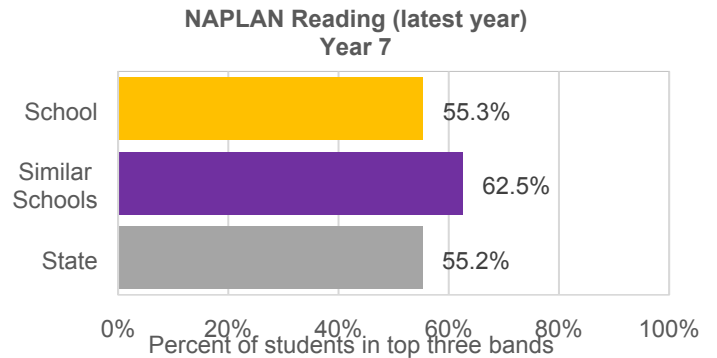
NAPLAN

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.

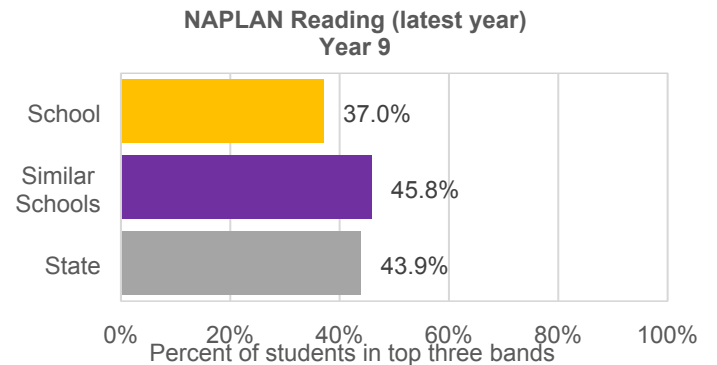
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.3%	54.3%
Similar Schools average:	62.5%	60.4%
State average:	55.2%	54.8%



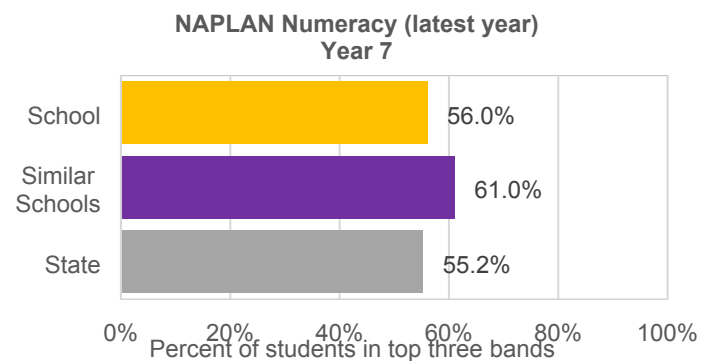
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.0%	37.0%
Similar Schools average:	45.8%	47.6%
State average:	43.9%	45.9%



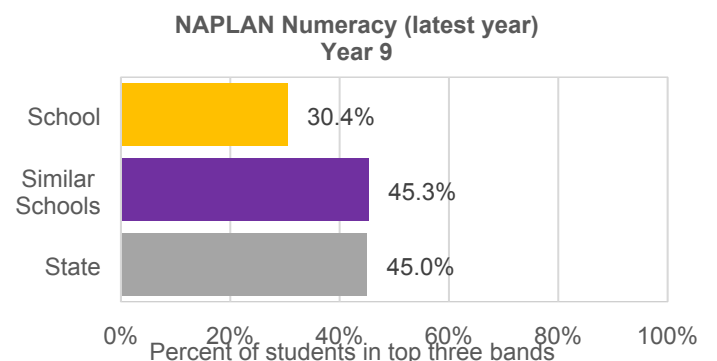
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.0%	51.5%
Similar Schools average:	61.0%	59.3%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.4%	30.4%
Similar Schools average:	45.3%	47.3%
State average:	45.0%	46.8%



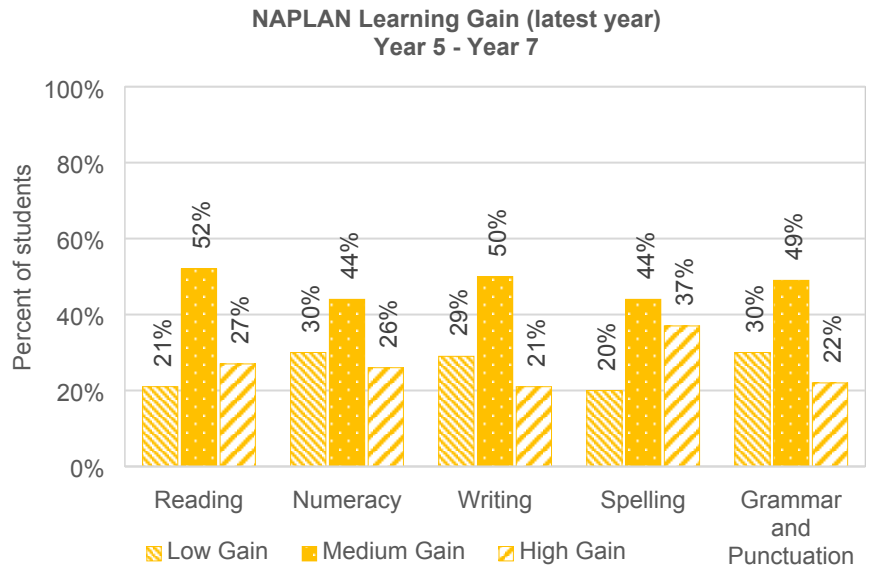
ACHIEVEMENT (continued)

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'.

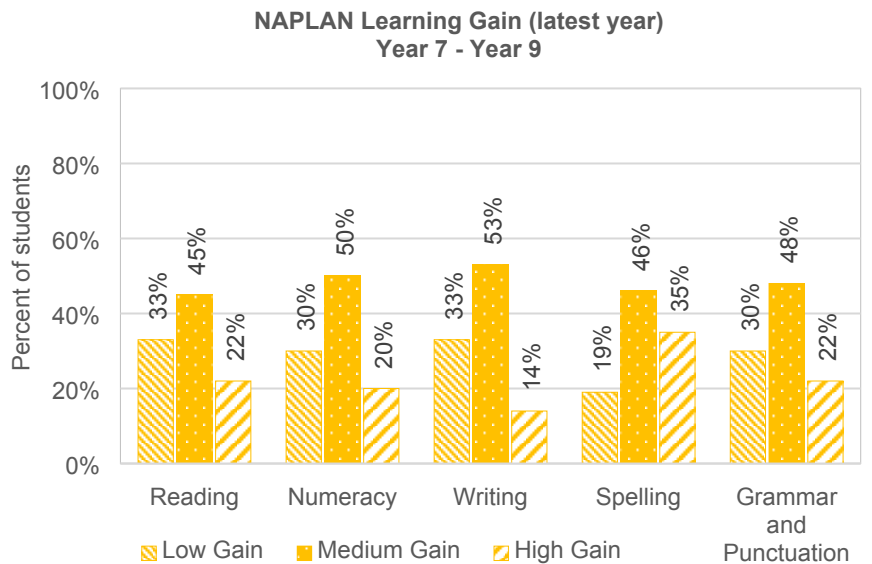
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	52%	27%	22%
Numeracy:	30%	44%	26%	21%
Writing:	29%	50%	21%	23%
Spelling:	20%	44%	37%	24%
Grammar and Punctuation:	30%	49%	22%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	45%	22%	23%
Numeracy:	30%	50%	20%	22%
Writing:	33%	53%	14%	22%
Spelling:	19%	46%	35%	23%
Grammar and Punctuation:	30%	48%	22%	22%



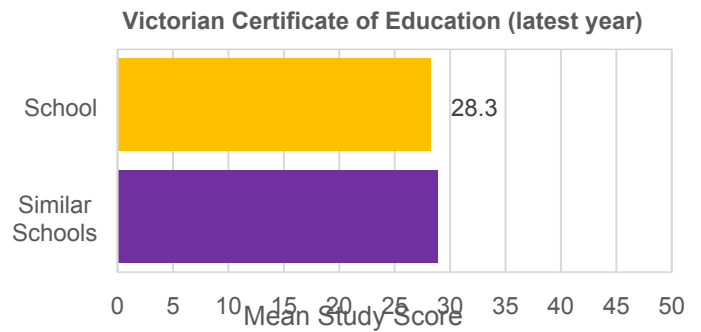
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

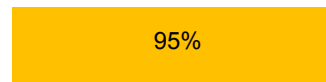
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

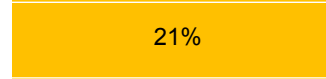
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.3	27.5
Similar Schools average:	28.2	NDA
State average:	28.9	28.9



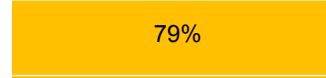
Students in 2021 who satisfactorily completed their VCE:



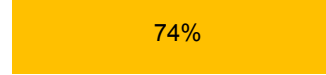
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



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



* 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.

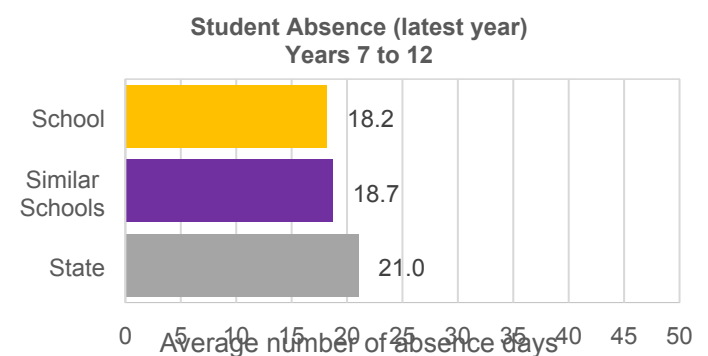
ENGAGEMENT

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:	18.2	16.9
Similar Schools average:	18.7	18.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

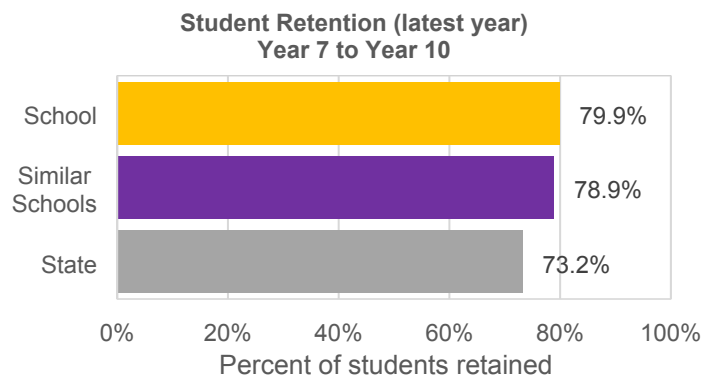
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	91%	89%	89%	90%	95%

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:	79.9%	79.9%
Similar Schools average:	78.9%	77.1%
State average:	73.2%	72.9%



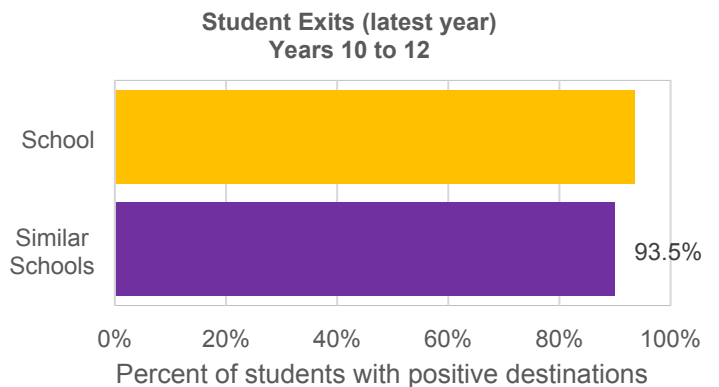
Students exiting to further studies or full-time employment

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:	NDP	NDP
Similar Schools average:	93.5%	91.9%
State average:	89.9%	89.2%



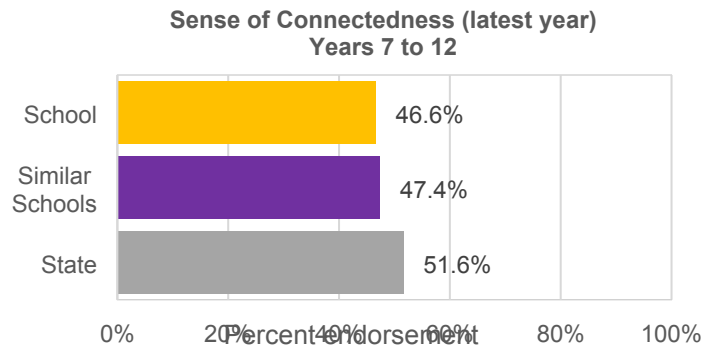
WELLBEING

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:	46.6%	51.4%
Similar Schools average:	47.4%	51.5%
State average:	51.6%	54.5%

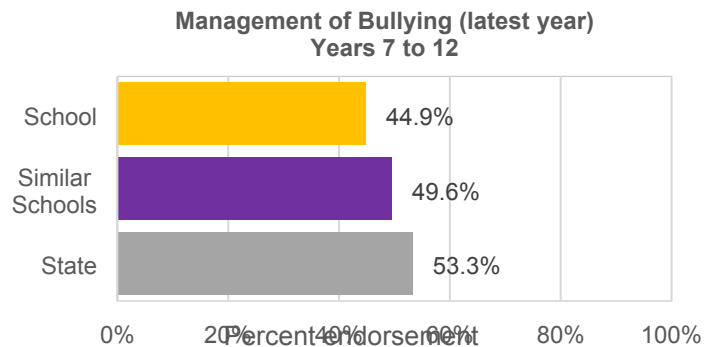


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	44.9%	50.2%
Similar Schools average:	49.6%	54.9%
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	\$9,713,936
Government Provided DET Grants	\$2,010,893
Government Grants Commonwealth	\$14,728
Government Grants State	\$0
Revenue Other	\$19,920
Locally Raised Funds	\$252,885
Capital Grants	\$0
Total Operating Revenue	\$12,012,362

Equity ¹	Actual
Equity (Social Disadvantage)	\$85,906
Equity (Catch Up)	\$75,702
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$161,608

Expenditure	Actual
Student Resource Package ²	\$8,997,053
Adjustments	\$0
Books & Publications	\$21,398
Camps/Excursions/Activities	\$169,017
Communication Costs	\$13,904
Consumables	\$157,397
Miscellaneous Expense ³	\$43,402
Professional Development	\$33,154
Equipment/Maintenance/Hire	\$186,840
Property Services	\$121,937
Salaries & Allowances ⁴	\$148,099
Support Services	\$309,594
Trading & Fundraising	\$17,215
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$184
Utilities	\$70,396
Total Operating Expenditure	\$10,289,589
Net Operating Surplus/-Deficit	\$1,722,772
Asset Acquisitions	\$637,458

- (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	\$1,244,281
Official Account	\$33,222
Other Accounts	\$0
Total Funds Available	\$1,277,503

Financial Commitments	Actual
Operating Reserve	\$208,248
Other Recurrent Expenditure	\$67,726
Provision Accounts	\$0
Funds Received in Advance	\$74,240
School Based Programs	\$10,036
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,982
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$886,635
Maintenance - Buildings/Grounds < 12 months	\$60,551
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,312,418

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.