

2022 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 of the previous calendar year 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 2023 at 03:48 PM by John Goodman (Principal)

- This 2022 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 21 June 2023 at 12:19 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 has three distinct school values: Growth, community and challenge. We seek to build a community of learners who challenge each other to grow each day. The school commenced in 2018 with an enrolment of 175 students, and in 2022 grew to over 1200 students. We are located in the city of Melton, in the growth corridor suburb of Fraser Rise. The college is extremely diverse, with almost 40 different language groups represented. In line with the substantial enrolment increases year on year, the college facilities have evolved to meet this new demand. The college now employs over 150 education support and teaching staff.

The Springside West SC curriculum is detailed and well documented. The college has a select entry accelerated learning programme that is conducted from year 7 to 9. Students in year 10 have the opportunity to access the VCE early. With the growth in student numbers, Springside West is able to provide a rich and diverse senior curriculum. In addition to our extension and enrichment programme, we have a strong supported learning programme at the college.

The college has proudly partnered with Western United to support them in their efforts to establish a professional football club in the Western suburbs, with the club using the school facilities to house their gym. Springside West Secondary college students are drawn from a range of schools in various suburbs, including Taylors Hill, Sydenham, Caroline Springs, Fraser Rise, Rockbank and Aintree.

Progress towards strategic goals, student outcomes and student engagement

Learning

It is difficult to give a definitive account of the NAPLAN student achievement data as we do not have comparative data from year seven and year nine due to the impact of the COVID 19 lockdowns and not having NAPLAN data for 2020. Trends do suggest that we are on track in most areas of writing, but it is the view of the school that the writing data for the entire state is weak and so we have made this a focus of our professional learning for 2023. The school review process in 2023 will afford a significant opportunity to evaluate the mathematics program of the school and the direction of the school Maths Pathways Initiative. This will be the first time that we have full six year data for this initiative.

Cohort specific data represents a range of different outcomes for students based on their experiences in the lockdown. Some cohorts have fared remarkably well, others need more attention as they proceed toward the senior years. The college has made a significant commitment to providing enhanced well-being support for students, and this should feed through into improved results in the coming years.

Year 12 VCE data for 2022 was impressive, but represents a one year result and we are extremely eager to build upon this work. Given that the four year target for Springside West Secondary College was an all study median score of 28, to have achieved in all study score of 31 in 2022 is nonetheless a significant achievement. The College is confident that much of this success can be attributed to clarity around teaching and learning expectations, underpinned by a very effective curriculum planning structure in the Year 7 to 10 program. But as a school community, we remain completely committed to improving year on year. There is no room for complacency.

Wellbeing

The best gauge for determining the well being of students at Springside West Secondary College 2022 is the Student Attitudes to School survey data. Under the heading of individual, social and emotional well-being, students record that for the category of life satisfaction, the school endorsement data is at 44%- this is against 44% for similar schools, 46% for the network and 45% for the state. On this data set, we can conclude a reasonable degree of resilience among students. This contention is further supported by the resilience data under Individual Social and Emotional Wellbeing in the Attitudes to School survey, which records the school as having an endorsement rate (that is having a reading of normal or high resilience) of 70%- Above similar schools at 68%, the network at 68%, and the state at 69%. A quite satisfactory outcome. The College has some work to do with regard to respect for diversity, with a reading of 23% approval. This sits below the network data at 38%. This will be a renewed focus in 2023.

Self-perceptions of physical health remain strong at the school- With 57% of students reporting good or excellent levels of physical health, compared to similar schools at 57%, the network at 52%, and the state at 56%. The college connectedness data sits at 29% for a positive or neutral reading, which is lower than a network schools of 41%. In response to this, the college has instituted a range

of changes for the 2023 year and beyond: The employment of Community liaison officers, the expansion of the school counselling and well-being team by an additional 2 counsellors, the appointment of a leading teacher devoted to enhancing student voice, and the appointment of additional support in the sub schools to work as coordinators of student cohorts. There are early tentative signs of the success of this strategy, and this will be a focus again as we move toward our school review in 2023.

Engagement

A range of data sets can provide supporting information about student engagement at the college. The college percent approval rating for community connections is at 58%, close to similar schools at 61%, above network at 54% and at 58% for the state. Students are engaged with regard to seeking a range of services at the college. 55% of students regarded accessing services at the college as easy or very easy, above similar schools at 53% and the network at 50%, and at the state level at 55%. This is encouraging, suggesting students find the availability of services at the school easy, simple and approachable. Student attitude to school data of 54% of students recorded a positive reading for effective teaching time, slightly below 57% for similar schools. This would appear to indicate that the college has some work to do regarding managing class behaviour, and this is consistent with being a relatively new school that is developing a sense of community in the context of the challenges of the Covid 19 lockdowns. Relational engagement among students is quite high, with 74% of students feeling that they are good at this or very good at this. This is above similar schools at 71%, the network at 71% and above the state at 73%. Students also recorded that it was easy or very easy to access help at the school compared with 50% recording this, against 48% for similar schools, 49% for the network and 49% for the state.

So, taken together, what can we conclude from this and the previous data sets contained in the annual report? Tentative conclusions from the NAPLAN data that is available and the VCE data recorded in 2022 would indicate that the school is on track with regard to having a clear structure for teaching and learning and a clear plan for curriculum. Broadly speaking, the data sets also indicate that students feel that there is access to friendly help and that it is relatively easy to access that help.

Other highlights from the school year

The college continued to conduct a range of camps and outdoor education activity for several year levels. Excursions to Art Galleries and sporting and cultural events were common within the school community. The college inter school sport program continued to grow and develop. The school instrumental music program developed and we now have guitar, bass, piano and vocal supported through this withdrawal program for students. The year 12 formal and award evenings were enormous successes for the school, bringing together the community in a fantastic way. An athletics day was held and this will become a regular feature of the school program. Springside West SC continues to build and develop a range of opportunities for students to engage with the broader culture of the school.

Financial performance

The school continues to record healthy financial surpluses year on year. This is because we have a relatively young staff profile who are paid according to experience through the pay scale. Careful planning will be made in the coming years to ensure that we have a buffer of finances allocated as these staff move upward through the pay scale. Current financial surpluses are also being used to fund various initiatives including: completion of the Oval, the building of a perimeter fence, additional lockers for student growth, additional storage space for furniture and other items that are required to be moved in and out of spaces, and in 2023 the commencement of the building of covered walkways to complete this structure within the school.

So in summary, while the school financial position is healthy, there are a number of commitments that will be required to be funded in the coming years.

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 2.0 (FISO 2.0).

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 1194 students were enrolled at this school in 2022, 578 female and 616 male.

33 percent of students had English as an additional language and 1 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).

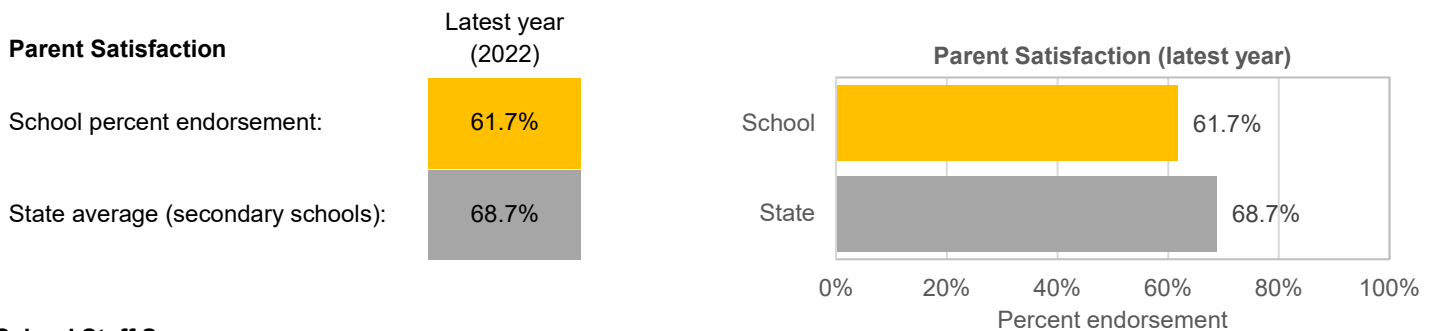
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

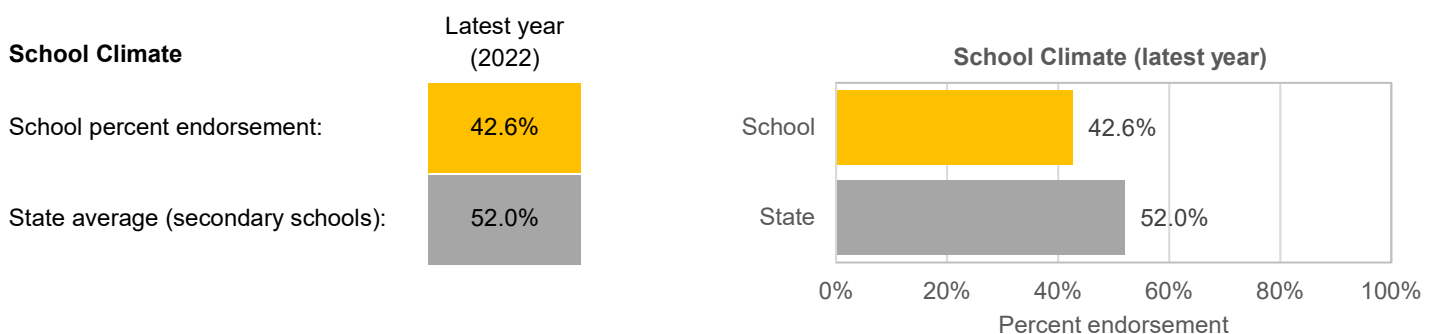


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

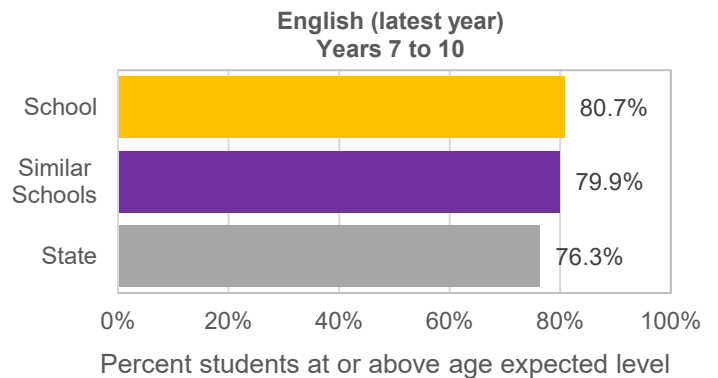
80.7%

Similar Schools average:

79.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

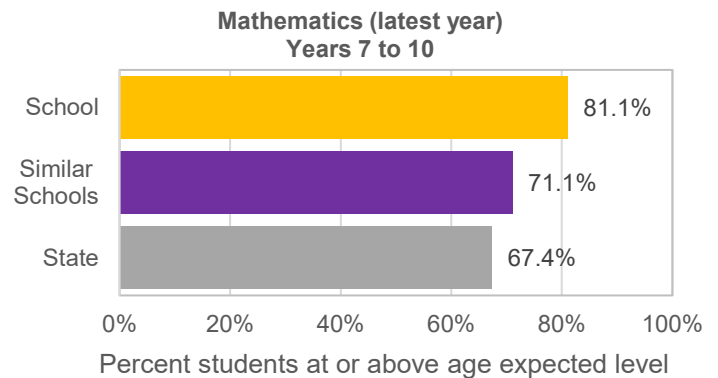
81.1%

Similar Schools average:

71.1%

State average:

67.4%



LEARNING (continued)

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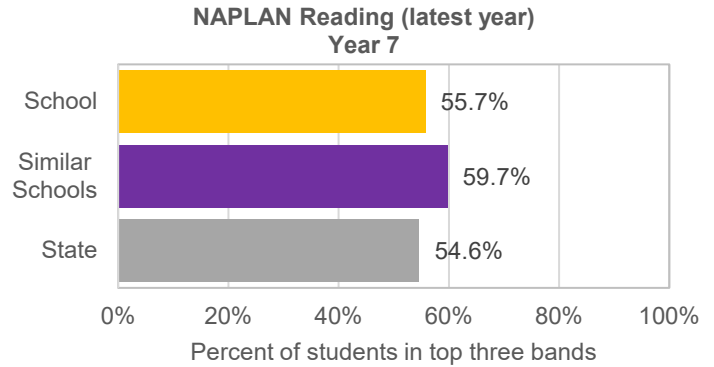
NAPLAN

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 2019, 2021 and 2022 data.

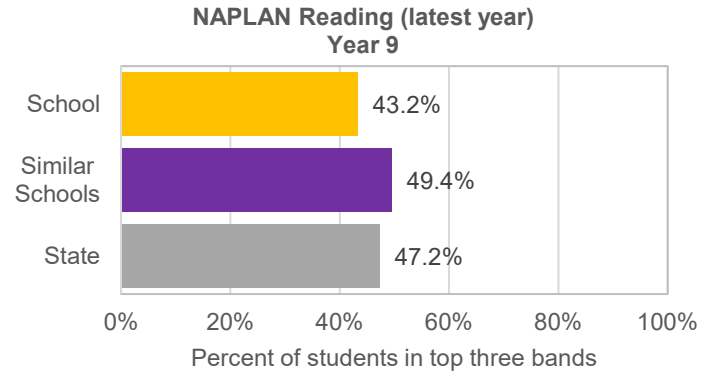
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.7%	55.4%
Similar Schools average:	59.7%	60.5%
State average:	54.6%	55.3%



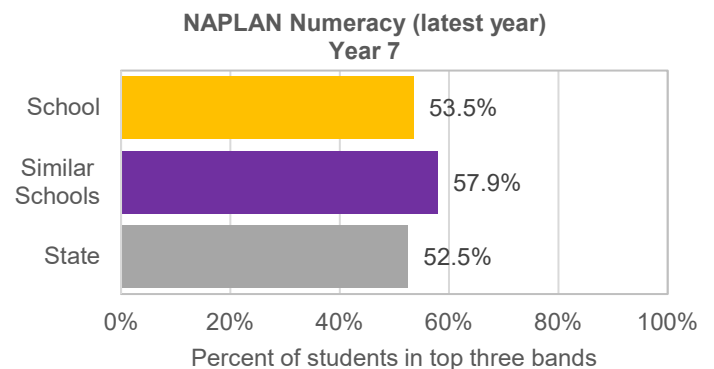
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	40.4%
Similar Schools average:	49.4%	47.0%
State average:	47.2%	46.0%



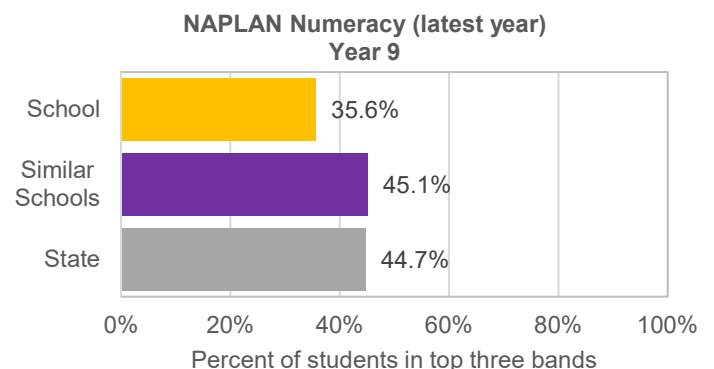
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	52.4%
Similar Schools average:	57.9%	59.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.6%	33.3%
Similar Schools average:	45.1%	45.8%
State average:	44.7%	45.6%



LEARNING (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.*

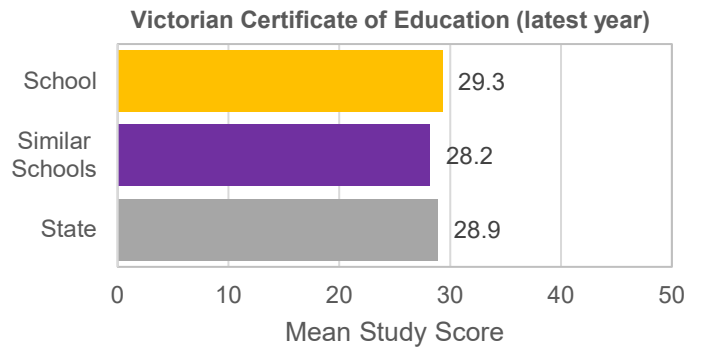
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	29.3	28.0
Similar Schools average:	28.2	28.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

VET units of competence satisfactorily completed in 2022:

80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

77%

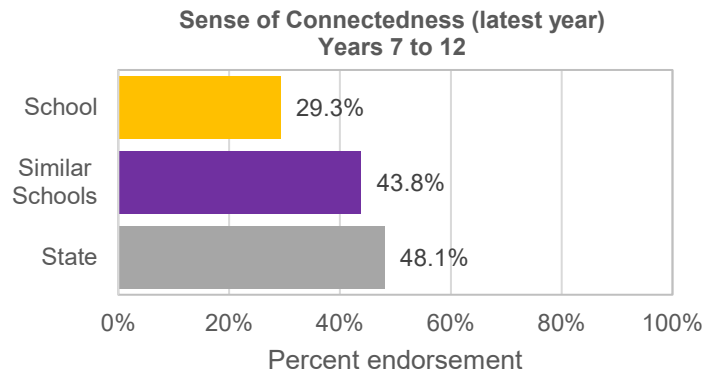
WELLBEING

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).

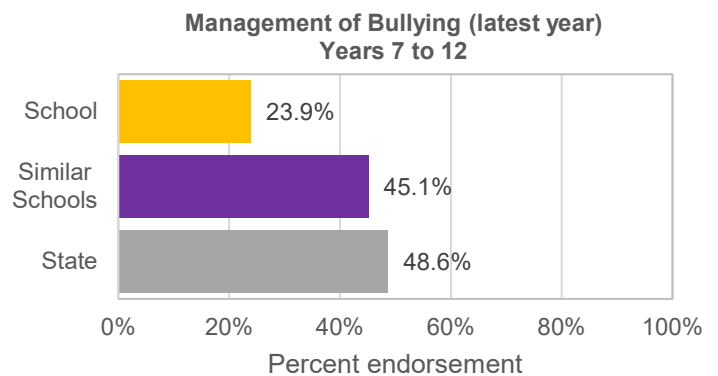
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	29.3%	43.0%
Similar Schools average:	43.8%	49.3%
State average:	48.1%	52.5%



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 (2022)	4-year average
School percent endorsement:	23.9%	40.4%
Similar Schools average:	45.1%	51.4%
State average:	48.6%	54.0%



ENGAGEMENT

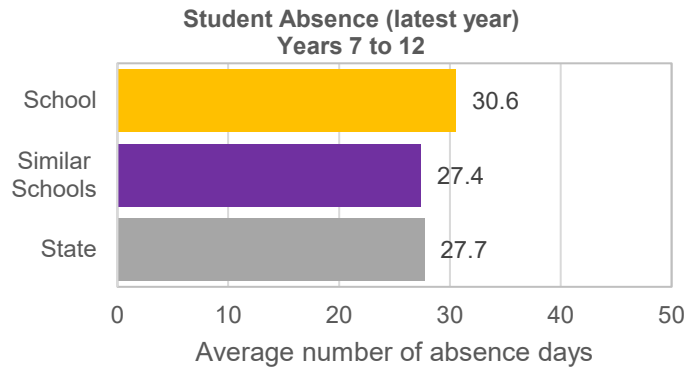
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.6	21.8
Similar Schools average:	27.4	20.0
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

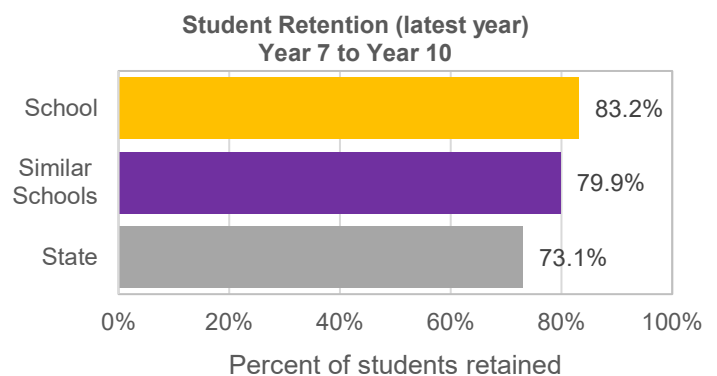
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	84%	83%	84%	87%	85%

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 (2022)	4-year average
School percent of students retained:	83.2%	81.8%
Similar Schools average:	79.9%	79.2%
State average:	73.1%	73.0%



ENGAGEMENT (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.

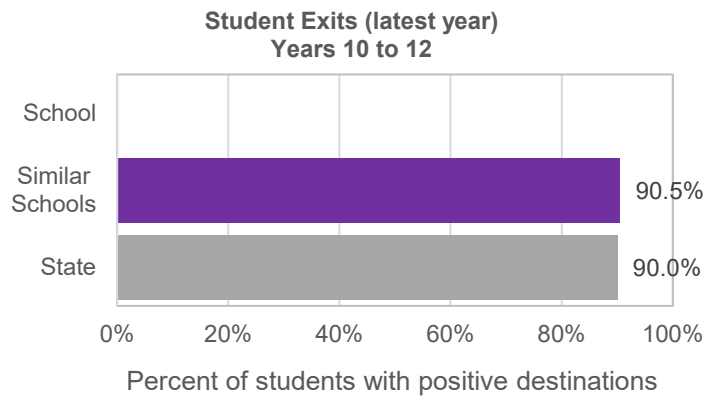
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	NDP	100.0%
Similar Schools average:	90.5%	90.0%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$12,958,416
Government Provided DET Grants	\$1,441,611
Government Grants Commonwealth	\$12,912
Government Grants State	\$3,541
Revenue Other	\$74,884
Locally Raised Funds	\$451,282
Capital Grants	\$20,000
Total Operating Revenue	\$14,962,647

Equity ¹	Actual
Equity (Social Disadvantage)	\$105,018
Equity (Catch Up)	\$90,588
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$195,606

Expenditure	Actual
Student Resource Package ²	\$11,612,436
Adjustments	\$0
Books & Publications	\$23,091
Camps/Excursions/Activities	\$174,366
Communication Costs	\$13,390
Consumables	\$236,984
Miscellaneous Expense ³	\$46,800
Professional Development	\$34,954
Equipment/Maintenance/Hire	\$252,141
Property Services	\$186,646
Salaries & Allowances ⁴	\$327,966
Support Services	\$458,571
Trading & Fundraising	\$30,638
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$93,139
Total Operating Expenditure	\$13,491,122
Net Operating Surplus/-Deficit	\$1,451,526
Asset Acquisitions	\$168,111

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$970,477
Official Account	\$97,304
Other Accounts	\$0
Total Funds Available	\$1,067,781

Financial Commitments	Actual
Operating Reserve	\$295,259
Other Recurrent Expenditure	\$6,917
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$48,659
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,427
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,990
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$408,252

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.