2015 Annual Report to the School Community

Staughton College

School Number: 7247

Name of School Principal:

David Lord

Name of School Council President:

Yvonne Sebire

27/4/16

Date of Endorsement:

About Our School

School Context

At Staughton College our aim is to educate young people for their future. We want our students to understand the environment in which they will work and play an active role in shaping it. High academic expectations are set for students, parents and staff, underpinned by our motto: Try, Persevere and Achieve. The College has experienced rapid growth over the past five years with enrolments being just on 1000 in 2015. Students are supported by 102 equivalent full time staff comprising: 3 Principal Class, 75 Teachers and 33 Education Support Staff. At Staughton College we are strategic in our thinking, planning and implementation of curriculum programs to ensure delivery of pathways for all students. We have a consistent and coherent whole-school approach to how we teach and ensure all students have access to a guaranteed and viable curriculum. Our teaching staff use data to track and improve all students learning. Staughton College is a member of the Select Entry Accelerated Learning (SEAL) academy, delivering specialised pathways for highly able students. The College has excellent facilities including bright classrooms with excellent access to ICT, 300-seat auditorium and a state of the art Trade Training Centre.

Achievement

School performance comparison measures for student learning show that we are performing generally at a similar level to other schools, taking into account student background characteristics. In 2015 our Year 9 NAPLAN growth improved at a rate faster than the state in Reading and at the same time our students achieving low growth fell. The introduction of the whole school tutorial group system contributed to the continued growth in our reading data.

To continue our improvement we have set ambitious targets for student growth in learning. To achieve these teachers are working collaboratively to ensure a guaranteed and viable curriculum for all students. They are using evidence of student achievement to plan the next stage of their learning. Students who are not learning at a satisfactory rate are given extra time and assistance to learn. In addition, our teachers work with coaches to improve their teaching using evidence based practices particularly in literacy and numeracy. In 2015 we continued to use a Literacy and Numeracy Centre, where classes were rotated through in order for this coaching to occur. In 2015 we also developed our work in regards to building the resilience, responsibility and reflective nature of our students so as to become Staughton Effective Learners.

Improvement in VCE performance continues to be a priority. We believe that a continued focus on teaching for high student achievement, the expansion of subject choice, teacher mentoring, individualised student tutoring, colaborative PLT and sub-school practices and improved course counselling will result in improved VCE scores.

Engagement

At Staughton College, our student engagement and wellbeing outcomes are at least similar to other schools, based on school comparison measures. As a thriving community we ensure that our values, expressed in the college motto 'Try, Perevere, Achieve', are agreed by the college community, clearly communicated and fairly reinforced and modelled

Our school has a program of School Wide Positive Behaviour Support, based on the right of all students to learn, be safe and be respected. We work to develop a positive orderly environment for student learning where we balance teaching our clear expectations. There is a strong process to support high student attendance within this program which includes the development and monitoring of attendance plans for students at risk. In 2015 this resulted in attendance levels better than that of other schools, based on school comparison measures.

The school comparison measures show we are performing at a higher level than other schools over the past four years, in terms of exits to further studies or full-time employment. We are in fact performing at a higher level than the state mean. 2015 exit data shows this trend continuing. Our student retention is similar to other schools, on school comparison measures.

Our excellent completion rates have been achieved by carefully tracking and reporting student progress. Teachers work closely with parents and students to ensure all students meet the requirements of each subject and to assist students to make connections between careers or work options and education and training requirements.

We continually aim to improve the understanding of post career options amongst our students including work experience, visits to universities and individual career action plans. As the numbers of students entering the upper levels of school increase we will continue to ensure quality provision by maintaining comprehensive pathways.

Wellbeing

Our college leadership team, staff and students work together to identify key elements influencing student wellbeing and relationships and strategies for developing student leadership skills and student resilience. In 2015 we introduced the concept of tutorial groups which had a PBS focus one day a week. This supported the development of student wellbeing and student resilience. We will continue to enhance student wellbeing by involving students in a range of co-curricular activities, developing student voice, supporting positive mental health, ensuring partnerships with parents, and enabling participation in leadership programs. We have seen the efforts of the college have significant positve benefits for students at the senior end. The extended student leadership program in 2015 to include junior levels which contributed to the development of student voice in the college.

Productivity

In 2015 the college worked within the agreed workforce and curriculum plan. We maintained the 4 team structure of Teaching and Learning, Student Operations, Performance and Development and Student Leadership. Each team was structured with various positions of leadership that had been specifically designed to have a direct impact on student achievement data and also non-cognitive student outcomes data such as motivation, wellbeing and positive attitudes to school. The implementation of the Tutorial Group program in 2015 also increased the school's focus on literacy development so as to improve access to the curriculum for all of our students.

For more detailed information regarding our school please visit our website at
http://www

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▨
Result for this school: ● Median of all Victorian government secondary year levels: ◆

School Profile

Enrolment Profile

A total of 1000 students were enrolled at this school in 2015, 458 female and 542 male.
There were 3% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
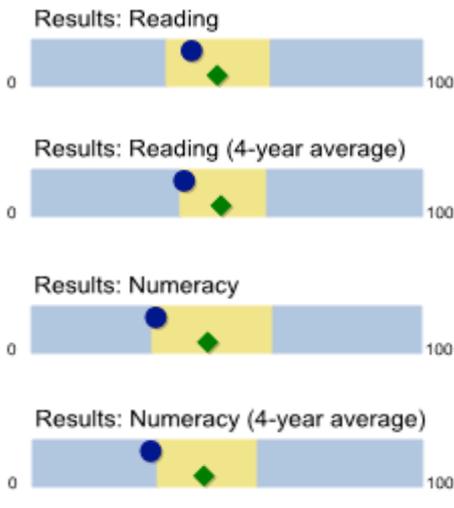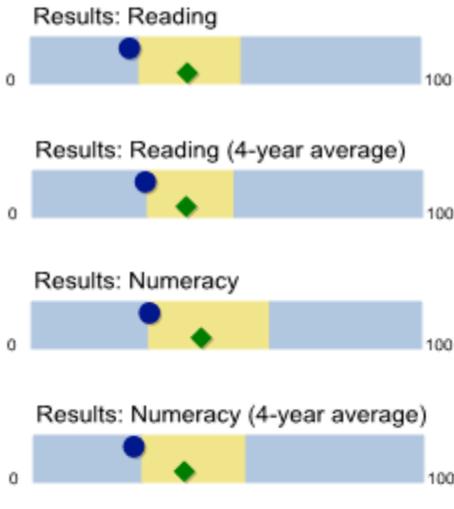
Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years 7 to 10 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ——————— 100 Results: Mathematics 0 ——————— 100	Similar Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	English 13 % / 88 % / 0 % Below / At / Above Mathematics 13 % / 88 % / 0 % Below / At / Above	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

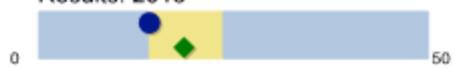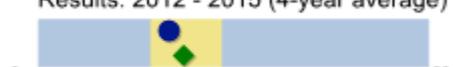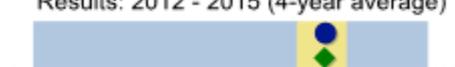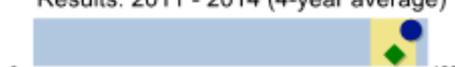| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▨
Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 31 % Medium 46 % High 23 % **Numeracy** Low 44 % Medium 46 % High 10 % **Writing** Low 30 % Medium 52 % High 19 % **Spelling** Low 28 % Medium 52 % High 20 % **Grammar and Punctuation** Low 33 % Medium 48 % High 18 %	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 21 % Medium 58 % High 21 % **Numeracy** Low 36 % Medium 46 % High 18 % **Writing** Low 32 % Medium 55 % High 12 % **Spelling** Low 28 % Medium 47 % High 25 % **Grammar and Punctuation** Low 36 % Medium 47 % High 17 %	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2015 (0 – 50) Results: 2012 - 2015 (4-year average) (0 – 50)	Lower Lower

Students in 2015 who satisfactorily completed their VCE: 93%
Year 12 students in 2015 undertaking at least one Vocational Education sund Training (VET) unit of competence: 18%
VET units of competence satisfactorily completed in 2015: 67%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 66%

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 — 50

Results: 2012 - 2015 (4-year average)

0 — 50

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94 %	90 %	90 %	93 %	95 %	94 %

● Higher

● Higher

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2015

0 — 100

Results: 2012 - 2015 (4-year average)

0 — 100

● Similar

● Similar

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.

Results: 2014

0 — 100

Results: 2011 - 2014 (4-year average)

0 — 100

● Higher

● Higher

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
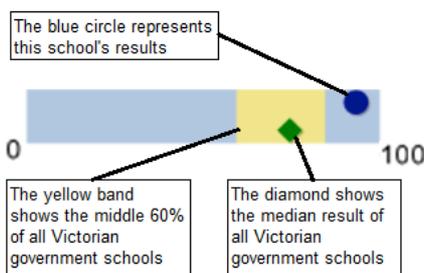

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
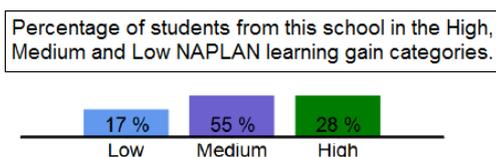
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.
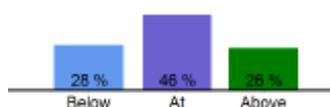
What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$9,793,659	High Yield Investment Account	$923,185
Government Provided DET Grants	$1,648,352	Official Account	$176,054
Government Grants Commonwealth	$13,633	**Total Funds Available**	**$1,099,238**
Government Grants State	$9,725		
Revenue Other	$191,990		
Locally Raised Funds	$528,598		
Total Operating Revenue	**$12,185,958**		

Expenditure	Actual	Financial Commitments	Actual
Student Resource Package	$9,080,626	Operating Reserve	$150,000
Books & Publications	$21,144	Asset/Equipment Replacement < 12 months	$60,000
Communication Costs	$45,984	Capital - Buildings/Grounds incl SMS<12 months	$172,400
Consumables	$321,498	Maintenance - Buildings/Grounds incl SMS<12 months	$88,992
Miscellaneous Expense	$578,635	Beneficiary/Memorial Accounts	$52,801
Professional Development	$69,568	Revenue Receipted in Advance	$283,242
Property and Equipment Services	$993,200	School Based Programs	$6,576
Salaries & Allowances	$290,333	School/Network/Cluster Coordination	$285,227
Trading & Fundraising	$104,323	**Total Financial Commitments**	**$1,099,238**
Travel & Subsistence	$4,599		
Utilities	$97,233		
Adjustments	$1,503		

Total Operating Expenditure	**$11,608,645**

Net Operating Surplus/-Deficit	**$577,313**
Asset Acquisitions	**$169,530**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Staughton College continued to maintain an excellent financial position in 2015. The operating surplus reflects a portion of funds carried forward on behalf of the Melton Network.

Staughton College had an increase of student numbers in 2015 and expenditure in ICT and building works

continues to improve the learning environment for students.

Expenditure in building works included; replacement of windows throughout the school as part of CAR Program. Installation of synthetic grass outside TTC, refurbished of instrumental music pods, redevelopment of the TTC Carpark, construction of Pavillion, painting both external and internal throughout the school.

The College priority is to continue focusing on literacy, numeracy and improving teacher effectiveness in the classroom.