

2014 Annual Report to the School Community

Staughton College

School Number: 7247



Name of School Principal:

Jenny Malberg

Name of School Council President:

George Greaves

Date of Endorsement:

22/4/15

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

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 982 in 2014. 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 2014 our Year 9 NAPLAN growth improved at a rate faster than the state in Reading, Writing and Numeracy. Whilst our 2014 VCE median dipped, our percentage of students achieving a study score of greater than 40 increased. Our main efforts continue to be focused on Literacy, Numeracy and VCE improvement. All PSD students have shown satisfactory progress.

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 2014 we used a Literacy and Numeracy Centre, where classes were rotated through in order for this coaching to occur.

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 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, Persevere, 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 2014 this resulted in attendance levels similar to 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, based on school comparison measures, in terms of exits to further studies or full-time employment. We are in fact performing at a higher level than the state mean. 2014 exit data will show 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 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. 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 positive benefits for students at the senior end. The college planned for an extension of the leadership program to include junior levels in 2015 which we are sure will see the positive wellbeing benefits extending to those junior levels.

Productivity

In 2014 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. We also employed a literacy expert to work with students who needed extra literacy support one on one and in small group situations so as to increase their access to the curriculum that they were being taught. The implementation of the Literacy and Numeracy Centre in 2014 also saw a new coaching model being introduced with group coaching being conducted in the classroom. This was done to ensure that literacy and numeracy coaching was having a greater impact in identified areas.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

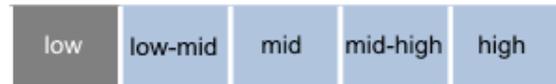
School Profile

School Enrolments

A total of 973 students were enrolled at this school in 2014, 457 female and 516 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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

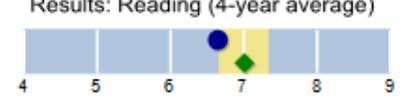
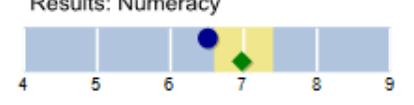
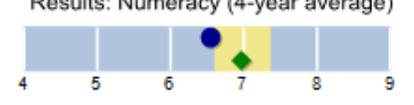
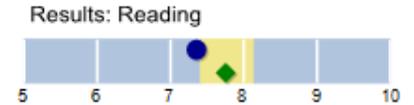
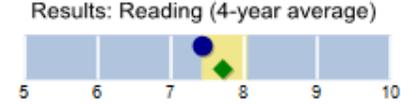
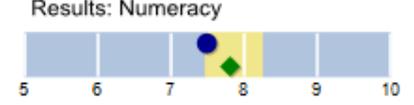
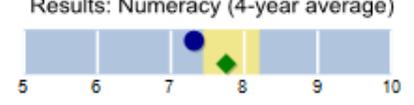
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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'.</p>	<p>Reading Low: 31% Medium: 51% High: 18%</p> <p>Numeracy Low: 30% Medium: 49% High: 21%</p> <p>Writing Low: 27% Medium: 55% High: 18%</p> <p>Spelling Low: 31% Medium: 52% High: 17%</p> <p>Grammar and Punctuation Low: 42% Medium: 40% High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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'.</p>	<p>Reading Low: 31% Medium: 47% High: 22%</p> <p>Numeracy Low: 31% Medium: 46% High: 23%</p> <p>Writing Low: 28% Medium: 52% High: 19%</p> <p>Spelling Low: 29% Medium: 51% High: 18%</p> <p>Grammar and Punctuation Low: 41% Medium: 47% High: 13%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2014 0 50</p> <p>Results: 2011 - 2014 (4-year average) 0 50</p>	<p> Lower</p> <p> Similar</p>
<p>Students in 2014 who satisfactorily completed their VCE: 93% Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2014: 68% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: 77%</p>		

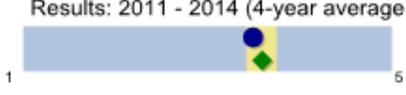
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="602 768 1024 858"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>88 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	90 %	90 %	89 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	90 %	90 %	89 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

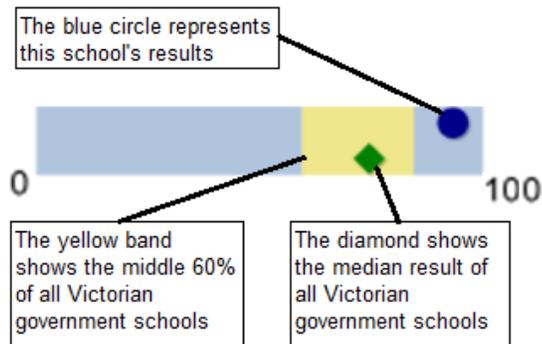
What are student outcomes?

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.



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.

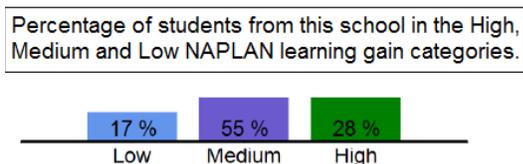
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014		Financial Position as at 31 December, 2014	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,502,442	High Yield Investment Account	\$1,152,045
Government Provided DE&T Grants	\$1,622,638	Official Account	\$65,091
Government Grants Commonwealth	\$7,008	Total Funds Available	\$1,217,137
Government Grants State	\$8,861		
Revenue Other	\$225,272		
Locally Raised Funds	\$837,027		
Total Operating Revenue	\$12,203,248		
Expenditure		Financial Commitments	
Student Resource Package	\$8,786,006	Operating Reserve	\$152,515
Books & Publications	\$9,988	Asset/Equipment Replacement < 12 months	\$139,878
Communication Costs	\$47,693	Capital - Buildings/Grounds incl SMS<12 months	\$341,858
Consumables	\$261,127	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,373
Miscellaneous Expense	\$724,268	Revenue Received in Advance	\$218,898
Professional Development	\$76,453	Region/Network/Cluster Funds	\$249,473
Property and Equipment Services	\$890,339	Other recurrent expenditure	\$54,674
Salaries & Allowances	\$322,349	Total Financial Commitments	\$1,212,669
Trading & Fundraising	\$106,288		
Travel & Subsistence	\$5,112		
Utilities	\$95,680		
Total Operating Expenditure	\$11,325,302		
Net Operating Surplus/-Deficit	\$877,945		
Asset Acquisitions	\$218,312		

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.

Financial performance and position commentary

Staughton College continued to maintain an excellent financial position in 2014. As a banker school, 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 2014 and significant expenditure in the areas of ICT and building works continues to improve the school learning environment for students and proactively prepares Staughton College for the expected future enrolments including a new state of the art Trade Trading Centre to facilitate VET and woodwork classes.

Expenditure for grounds development consisted of landscaping around the TTC building, construction of pavilion and installation of fountain taps. Improvements to buildings included a MacLab, CCTV installation, new carpet, windows, lockers, furniture and

fittings.

Staughton College follows from the DEECD lead to continue the 1:1 Netbook program for students by purchasing additional netbooks. All students now have the opportunity to participate in the program.

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