

South Oakleigh Secondary College

2008 Annual Report to the School Community

SOUTH OAKLEIGH COLLEGE



Department of Education and
Early Childhood Development

School Overview

South Oakleigh College serves a diverse and multicultural community. It provides a supportive and stimulating environment for both staff and students that fosters mutual respect and cooperation.

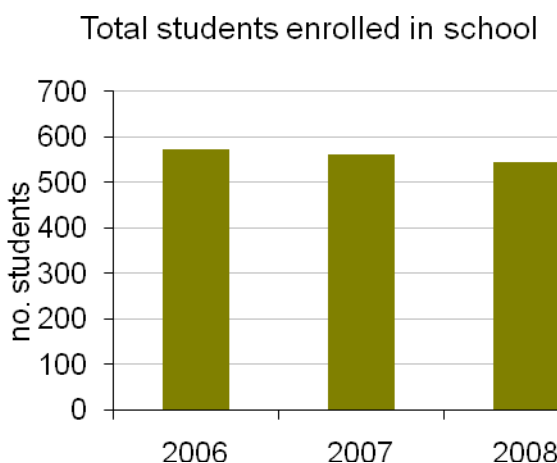
The College is committed to developing in students a broad range of skills, knowledge and values, which will enhance their personal lives, empower them to critically contribute to society and equip them for further education and work and adult life in a changing world.

The college has a focus on continually improving pedagogical practice as a vehicle for improving student learning. There has been particular emphasis in the strategic plan in the areas of Maths and English to improve outcomes for students.

The college also aims to enhance pathway options for students in Year 10-12. We are working to increase the engagement of students in their learning and to improve connectedness to teachers and the school.

The targets for 2008 were centred around improving achievement in Maths and English, improving VCE results and increasing the VET participation rate. Improved attendance and some improvements in Staff Perception were also included as part of the Annual Implementation Plan for 2008. More discussion of these achievements follows in this report.

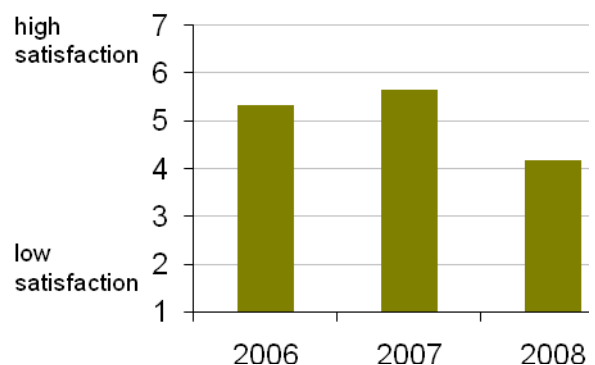
Student enrolments



The number of students enrolled at South Oakleigh at the beginning of 2008 was 540. This is slightly less than in the preceding two years. Improved transition with the local Primary schools has become a focus for 2009.

Parent Satisfaction

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



The Parent Satisfaction with the school is down compared to previous years. There were 24 respondents to the Parent Opinion survey in 2008, a response rate of 40%. Many of the additional comments made in the Parent Opinion survey were positive. The suggestions for improvement have been explored.

Commonwealth Requirements

- **Teacher Satisfaction**

The average score for teacher satisfaction (morale) at this school was 55.5 on a scale from 0 to 100 where 100 is the best possible score. The state mean is 62.2. Some of the areas of concern in the staff opinion survey have been discussed with staff. Changes are being made accordingly.

- **Teacher Absence**

The teacher absence data refers to 2007 data as the 2008 data is not available until May. The average number of days absent per teacher was 6.5. This is just below the state mean.

• **Teacher Retention**

Of the 57 teaching staff at South Oakleigh College at June 2007 (including those on leave without pay), 42 or 74% were still at the school at June 2008. This figure across all Government schools was 84%. There were some retirements over this 12 month period. There were some staff who decided to take up positions at other schools.

• **Teacher participation in professional learning**

All teaching staff have participated in professional learning throughout the year, such as the Teacher Professional Leave Program, Mentoring for Beginning Teachers, and Mind Matters. Staff attended many sessions relevant to their Key Learning Areas and to the subjects they teach. There is an expectation that staff will share the expertise gained at professional development with their colleagues via staff presentations, workshops, and mentoring.

• **Teacher Qualifications**

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/content.asp?Document_ID=241

The Talent Quest, successful camps, working bees, the Trivia night organised by the VCAL students, the hip hop dance group, formals and numerous excursions provided excellent opportunities for participating in extra curricula activities and working well with others.

Student Progress & Achievements

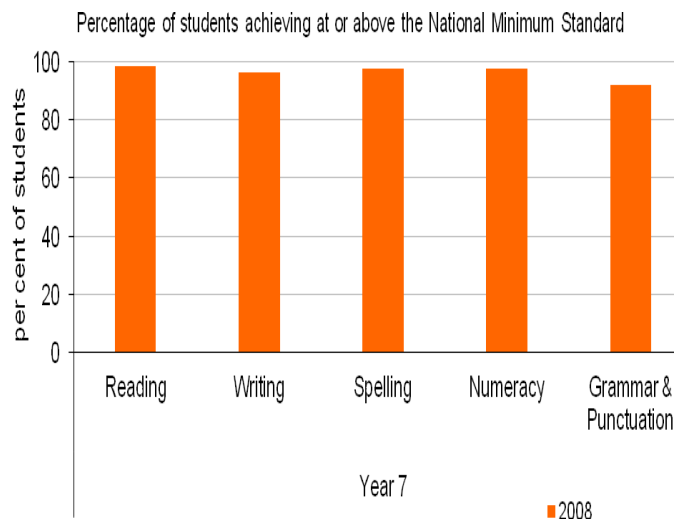
Student Learning

Percentage of students achieving at or above the National Minimum Standards

In 2008 all students were assessed for the first time using NAPLAN (National Assessment Program – Literacy and Numeracy.)

A student at the National Minimum Standard has demonstrated the basic elements of Literacy and Numeracy to participate at their year level.

Year 7



Principal's Report

South Oakleigh Secondary College experienced some changes in the leadership during 2008. Mr Vince La Ragy retired after five years as Principal. Mr Greg Holman became the Acting Principal for six months. Mrs Debbie Locco was appointed as the substantive Principal in October 2008.

Our school council president Karen Letcher also retires after five years on council.

The school year is dedicated to working with the young people to improve outcomes. We have a teaching and learning coach working with staff to assist us in this area.

Improvements were achieved in many ways in classrooms across the college. There were several students throughout the year who gained recognition for positive achievements.

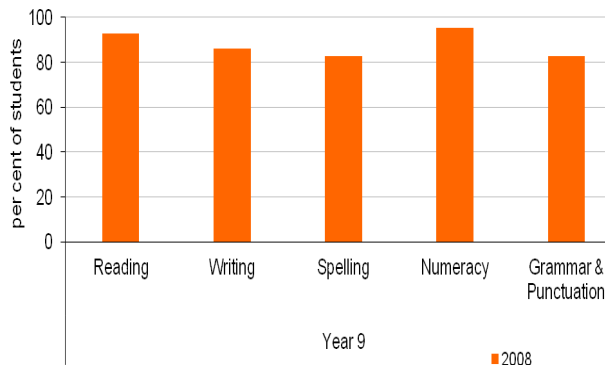
The Presentation night was also a very successful event recognising the achievements of many students throughout the college.

Of the Year 12 cohort in 2008, 98% gained a first round offer. There were many different activities that contributed to making 2008 a very successful year. The many sporting achievements of the college, included winning the Swimming and the Athletics Carnivals for the sixth year in a row.

Year 7

The percentage of students achieving at or above the National Minimum standard is above 92% for all Domains. At Year 7, students achieved results equivalent to state means. According to the school level report the Year 7 students compared favourably with students in schools in the same SFO range, for reading, writing and numeracy. (This information was not provided for the domains of Spelling and Grammar and Punctuation.)

Year 9

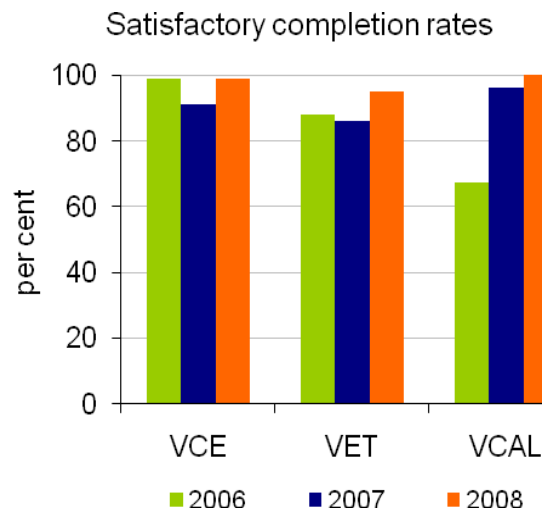


The VCE/VET median study has been relatively stable over the last three years. It is an area where we continually try to create improvement. A study skills session is provided off campus to prepare students to work with consistency throughout Year 12. Students are encouraged to prepare thoroughly for exams. Revision classes were provided over the holidays to assist students with their revision. Individual counselling is provided when students undertake subject selection. These processes need to be constantly reviewed for improvements. As a college we are aiming to improve the mean study score. Teachers also carried out an evaluation of the mid year exam results in their subjects, where applicable, to implement strategies for improvement.

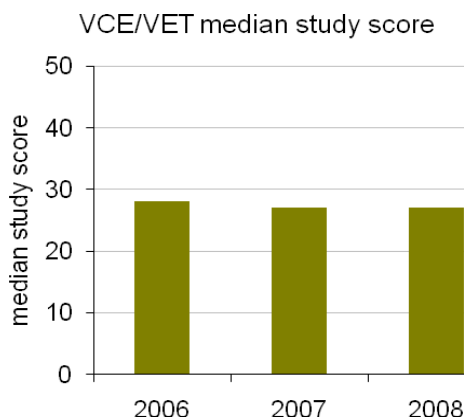
The data at Year 9 is not as strong as in year 7. The areas of most concern are Spelling and Grammar and punctuation. South Oakleigh students are below state means in Reading and Writing and below students in comparable SFO groups. The Year 9 Literacy data presents some areas of concern. We will have to look at ways of intervening to assist those students who are below the National minimum standard. The Numeracy results by comparison at Year 9 were very close to the state mean and better than the results of students in a comparable SFO group. Nevertheless it is important to improve the numeracy of students in this cohort and we are individualising the learning to ensure that all students are working appropriately.

Satisfactory completion rates

During 2008 staff have been working closely with a teaching and learning coach. A variety of teaching strategies are being implemented to allow all students to achieve to the best of their ability. Teachers having a better understanding of the abilities of the students in their classrooms also enables them to provide work that is both achievable and challenging.



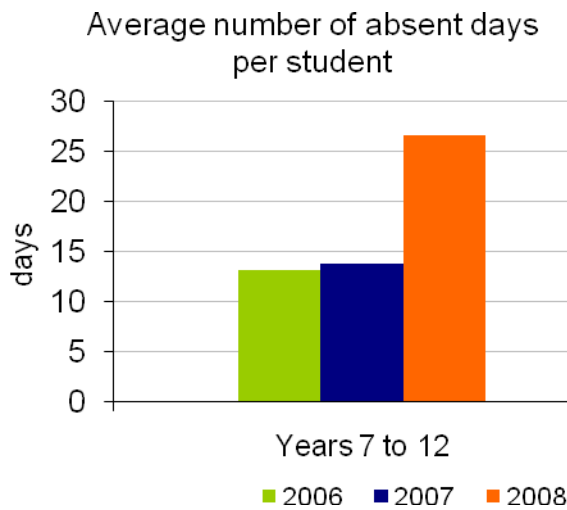
VCE/VET median study score



- VCE – The percentage of eligible VCE students that completed their studies in 2008 was approximately 98%.
- VET The number of VET units of competence completed in a year as a percentage of those undertaken is approximately 96%
- VCAL – The percentage of satisfactory completion of VCAL credits was 100% according to this data.

Students undertaking Year 12 studies at South Oakleigh are monitored closely to ensure that as many students as possible complete the year successfully. This consistent approach has enabled almost every student to complete their Year 12 certificate.

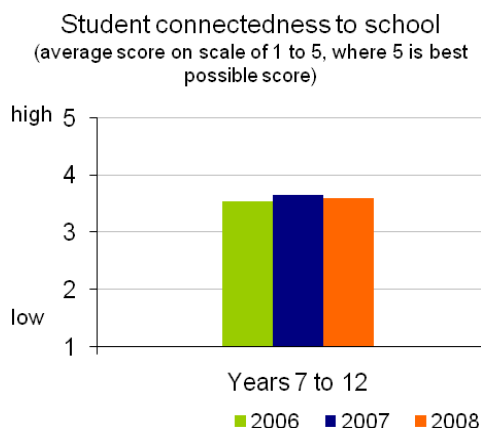
Student Engagement and Wellbeing



The school attendance data for 2008 shows an increase in the number of days absent. There needs to be some acceptance of the fact that there was an increase in the number of days absent per student on average.

There was also some erroneous data included in these statistics. Students who had exited school throughout the year were not exited from the system.

To ensure more accuracy in the future, an electronic roll marking system has been installed to allow closer monitoring of absences. Procedures have been put in place for staff to make a notification if a child is absenting during the day. When a student is away parents are now phoned or contacted in some way daily. Parents have also been asked to phone the college if a child is ill so that we are better able to track attendance.



Students' school connectedness

The school connectedness variable is 3.6 on a scale of 1-5. It has been relatively stable over the last three years. This result is better than the state mean.

As a school we work to provide an engaging curriculum. Teams of teachers are working together to improve classroom practice. This has included collegiate reviews, curriculum redevelopment, resource updates and greater use of Information and Communications Technologies (ICT) as an extension to the National Secondary School Computer Fund. An improved transition program was structured for Year 7 this year.

The college is in the process of implementing a program to reengage year 9 students - Healthy Bodies, Healthy Minds. This is to assist year 9 students to connect better with school and peers, and to improve self esteem.

The year 10 peer support program is a valuable way of creating positive relationships among students.

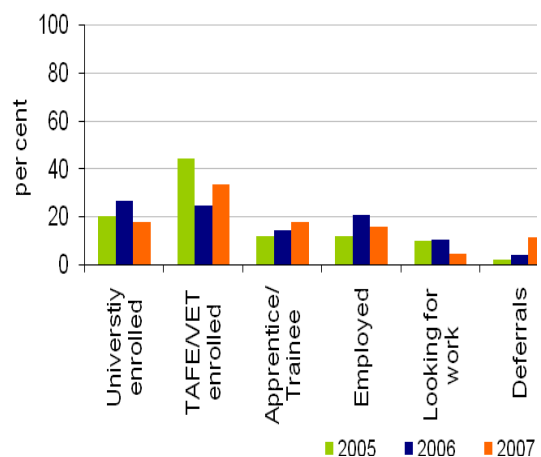
There is a complete review of the curriculum to try to provide the best possible program across the college.

A number of successful programs are already conducted annually. The many sporting events, the instrumental music program, and camps are ways of providing avenues for participation for all students.

Student Pathways and Transitions

Student destination data

What happened to Year 12 students on leaving school?

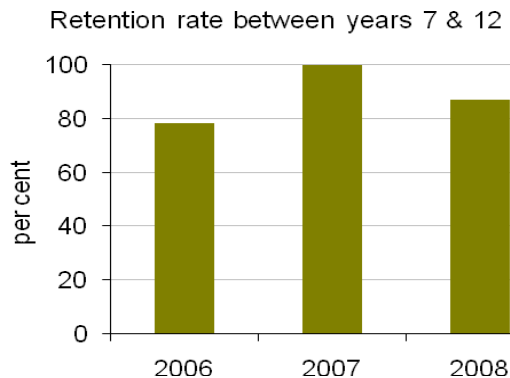


Please note that this information refers to students who left at the end of 2007 and have been tracked in the subsequent six months.

The percentage of students enrolled in University for 2007 is slightly less than in the previous year, but the TAFE/VET

enrolment increased in 2007, as did the percentage of students gaining a traineeship. Overall, there was an increase of 10% in the percentage of students continuing with some type of study. (This includes the students listed as deferrals.) Correspondingly, the percentage of students employed and/or looking for work is less than in the previous year.

Retention rate between Years 7 & 12



The graph shown here is the apparent retention of students from Year 7 to Year 12. The number in Year 12 is 87% of what it was, when this same cohort was in Year 7. Whilst it is not as high as the previous year, it is better than the state mean of 77.5%. When students exit the college, families are asked why they are transferring from South Oakleigh College. The vast majority are moving out of the area and are not expressing any dissatisfaction with the school.

Future Directions

The future directions of the college will be aligned with our new strategic plan. South Oakleigh is about to begin the self evaluation process and look carefully at where we can make improvements in the program that we offer to our students.

A key high level objective will be to improve the transition process for Year 6 – 7 students. This will be achieved through a number of initiatives including development of partnerships with neighbourhood schools. Regular visits and activities with year 5/6 students/parents will be a major element along with formal presentations and reports from past students.

The improvement in student performance will come from a number of actions outlined. The focus areas in student learning will be in Literacy and Numeracy with a continuing emphasis on improved pedagogy in the classroom. Teachers are making better use of data to gain a clearer understanding of students' abilities. They are working toward tailoring teaching and learning to meet the needs of the young people in their classrooms. This may mean students need extra assistance in subjects. It can also mean students who are

achieving beyond the expected level need to be given appropriate extension activities.

Assessment needs to occur prior to beginning a sequence of learning, continue throughout the topic to inform teaching, and occur in the form of summative assessment at the end of a topic.

The implementation of a regular Homework Club and formal examinations at all year levels are other important activities planned for the Maths Key Learning Area to improve student performance.

Another focus will be in the area of greater use of ICT to provide students/teachers with opportunities for more stimulating and rewarding learning environments. Every student will have regular and timely access to ICT resources to complete classroom activities and engage in projects within and across Key Learning Areas. Students will be encouraged to develop their own electronic portfolios and to use Learning Objects and collaborative intranet workspaces to consolidate their knowledge and practise their skills. This will extend their learning experiences beyond the constraints of the traditional school day and allow them to more easily celebrate their successes with their parents/guardians/friends; the school's Web Site will also be redeveloped to provide a more appealing and useful portal for all members of the School community.

By meeting the learning needs of students, student engagement and wellbeing also improves. In addition to a sound curriculum, a more systematic approach to Welfare and Discipline is being implemented to ensure the safety of all members of the college. Opportunities to participate in extra curricular activities also enhance engagement and well being. These experiences are continually offered to students at the college.

The wellbeing team also work to assist particular students who are having difficulty with some aspects of personal and interpersonal learning. They meet with individuals to assist them with these aspects of college life. They also work closely with parents, keeping them informed of progress in these areas.

South Oakleigh College provides a range of pathways to students in the senior years. Students are able to participate in VCE, VET and VCAL. Courses are tailored to meet the individual needs of students. We will continue to explore all options for the students at South Oakleigh to allow them to achieve to their maximum potential.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	679,715
Commonwealth Government Grants	213,369
State Government Grants	29,806
Other	76,215
Locally Raised Funds	314,572
Total Operating Revenue	1,313,677
Expenditure	
Salaries and Allowances	165,513
Bank Charges	1,551
Consumables	211,381
Books and Publications	371
Communication Costs	64,276
Furniture and Equipment	106,117
Utilities	111,548
Property Services	230,494
Travel and Subsistence	796
Motor Vehicle Expenses	1,109
Administration	31,159
Health and Personal Development	1,212
Professional Development	25,155
Trading and Fundraising	62,271
Support/Service	47,802
Miscellaneous	57,623
Total Operating Expenditure	1,118,378
Net Operating Surplus/-Deficit	195,299
Capital Expenditure	8,616
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	190,016
Official Account	6,484
Other Bank Accounts(listed individually)	0
<i>(insert)</i>	0
<i>(insert)</i>	
Total Funds Available	196,500
Financial Commitments	2008 Actual
School Operating Reserve	12,443
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	30,012
Revenue Received in Advance	15,261
Building/Grounds including SMS < 12 months	6,096
Region /Clusters Funds/School Based Programs < 12 months	15,086
Provision Accounts < 12 months	0
Repayable to DEECD	5,555
Other Recurrent Expenditure (Accounts Payable)	62,047
Assets or Equipment Replacement > 12 months	50,000
Building/Grounds including SMS > 12 months	0
Region /Clusters Funds/School Based Programs > 12 months	0
Provision Accounts > 12 months	0
Co-operative loan >12 months	0
Beneficiary/Memorial Accounts	0
Total Financial Commitments	184,057

The financial position of the school is an area where careful planning and accountability needs to occur. Processes have been put in place to ensure that expenditure is carefully monitored.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Debbie Locco on 9579 2322.