

2016 Annual Report to the School Community



School Name: South Oakleigh Secondary College

School Number: 8801

Name of School Principal:	Helen Koziaris
Name of School Council President:	Steve Demosthenous
Date of Endorsement:	21 March 2017



Education
and Training



About Our School

School Context

South Oakleigh College is a Year 7-12 co-educational school situated at the southern edge of the North Eastern Victoria Region. The Leadership profile consists of the School Improvement Leadership Team (the Principal, 2 Assistant Principals and 4 Leading Teachers). In 2017 the College workforce consists of 38.36 teaching staff and 11.91 education support staff (*FTE*). The College had approximately 480 students and aims to provide excellent educational outcomes for all students in a positive, caring and supportive learning environment.

The College has a diverse cultural demographic reflecting the surrounding community with an SFO index of 0.5692 and an SFOE index of 0.4698 in 2017. This diversity adds richness and quality to all the students' educational experiences with our English as an Additional Language (EAL) student cohort increasing again, from 106 in 2016 to 124 in 2017.

There are 44 nationalities represented in the student population and 42% of the students speak a language other than English at home. The College's International Program continued to grow with 33 students currently attending the school for both short and long term programs – highlighting increased interest from abroad and providing a global perspective to our College

Our motto "***Knowledge conquers all***" underpins the College's commitment to providing an excellent education for all students – where understanding of the learning is essential and life-long learning is promoted to staff and students. We at South Oakleigh College are committed to developing a student-focused culture and the skills necessary for personalising teaching and learning;

The School's objective is to provide a safe and secure environment where students can pursue academic excellence, achieve personal growth and graduate as responsible and resourceful members of the community.

Framework for Improving Student Outcomes (FISO)

In 2016 the College adopted the Framework for Improving Student Outcomes (FISO) as the primary vehicle for school improvement, in line with the Education Department's requirements and broader government objectives of making Victoria the "Education State". While the framework was clear and comprehensive, the school was challenged by adapting its existing strategic plan to meet the requirements of the FISO, resulting in the prioritisation of *Building Practice Excellence* and *Setting Expectations and Promoting Inclusion*. The specific improvement strategies relating to these priorities are set out below.

Building Practice Excellence

- To consolidate and embed student data collection and analysis in teacher Performance Development (consistent with DET guidelines) to improve Literacy & Numeracy
- To improve VCE results by:
 - embedding a coaching culture among staff; and
 - through the use of VCAA VCE data to inform goals and initiatives

Setting Expectations and Promoting Inclusion

- To promote high expectations for all students
- To adopt a whole-school approach to engagement involving parents, students and staff
- To adopt a whole-school approach to well-being involving parents, students and staff

Achievement

The College continues to improve its performance at or above State and like schools in its academic outcomes. This was reflected in the improvement of the Median VCE Study Score in 2016 to 29 as well as an improvement in the median ATAR to 61.2. Pleasingly the College achieved a comparable all-study mean study score of 28.42, close to the state mean.

This College works hard to ensure each student may pursue a viable post school pathway and 2016 results demonstrate students are pursuing these pathways. Over 93 % of South Oakleigh College students were eligible to enroll into tertiary studies at the end of VCE, with more than 90% receiving a first round offer. To further support the development of these pathways, the College has expanded the curriculum offerings to all students with the introduction of the Victorian Curriculum. Furthermore, interest in the College's Accelerated Program throughout 2016 has led to the introduction of Accelerated Science in 2017. The Accelerated Program is offered in Years 7 – 9 with a pre-VCE offering also contributing to a



greater breadth of subject availability for accelerated students entering the Senior School.

Tailored language support continues to be a focus for students who required it and the use of data, to monitor and improve student learning outcomes, is emphasised to continually reflect on pedagogical practice and ensure student learning outcomes are continuously improving.

2016 NAPLAN results demonstrate that the College significantly exceeds learning growth from years 7 to 9 across Spelling, Grammar and Punctuation and Numeracy. There are opportunities for the College to increase growth among the Writing and Reading domains where growth was comparable with the state.

Personalised learning is a continuing focus of the College – ensuring that all student learning needs are catered for across all aspects of their schooling. In 2016 the College focused on meeting student needs by:

- introducing a SOC Instructional Model, Peer feedback among staff through classroom sharing and student feedback through the PIVOT survey data to enhance effective teaching practice
- Teachers reviewing Individualised Learning Plans on Compass and using data to target areas for improvement for all students
- The trial of Mentor Groups under a House system aimed at providing an opportunity for students to connect at a deeper level with peers, their ‘House’ and staff
- engaging a Language Learning coordinator to provide a coordinated approach to improve literacy for all students
- The provision of common Learning Tasks on Compass across the Year levels to ensure all students are provided with the same learning opportunities

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Annual Attitudes to School survey data demonstrates a need to focus on student connectedness to school to ensure that students are engaged in class, are feeling safe and are motivated to learn. The introduction of the Mentor/House system is aimed to support this area coupled with the Berry Street Education Model (BSEM) - Positive Education framework looking at the use of evidence based strategies to promote engagement and wellbeing among students.

The Parent Opinion Survey and School Staff Survey continue to reflect improving or stable results which are comparable to like schools. Of particular note is high scores across trust among staff and within the community.

The student retention rate is favourable when compared to the state average and the student pathway outcomes on exiting South Oakleigh College are outstanding with the almost 100% of students transitioning to tertiary education or full time employment with a training component.

The School has an opportunity to refine teacher judgements of student performance, especially across mathematics, as students continue to demonstrate strong results on standardised testing programs.

Wellbeing



The College has a tiered approach to student management which incorporates a whole school Restorative Practice Approach – where students are accountable for their actions and a graduated action process, depending on severity and frequency, is used by staff to respond to behavioural concerns. Additionally, the College Student wellbeing team includes a Wellbeing Coordinator, Chaplain, a College nurse, DET physiologist and other community services to support the physical, social and emotional wellbeing of students.

The work on the Victorian Curriculum continues with a focus on differentiation to support the needs of our diverse student population - thus ensuring an accessible and engaging learning experience is for all students.

The Student Opinion Committee (the Principal’s Advisory Group), the Student Leadership Group and the SRC have been provided with a greater voice to ensure that students are effectively consulted with to promote increased levels of engagement in learning environments and our learning community.

The College offers an extensive co-curricula program catering for our diverse range of student interest and talents including Debating, Visual and performing Arts, Camps both local and international as well as Student leadership opportunities.

For more detailed information regarding our school please visit our website at
www.sosc.vic.edu.au



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 439 students were enrolled at this school in 2016, 215 female and 224 male. There were 42% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Lower</p>



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
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Similar ● Higher ● Higher ● Higher

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																								
<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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>45%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	45%	34%	Numeracy	21%	34%	45%	Writing	22%	55%	24%	Spelling	19%	47%	33%	Grammar and Punctuation	23%	47%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 12% VET units of competence satisfactorily completed in 2016: 95% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										



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: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="margin-top: 10px;"> <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>90 %</td> <td>86 %</td> <td>86 %</td> <td>88 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	86 %	86 %	88 %	89 %	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	86 %	86 %	88 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;"> Higher</p> <p style="text-align: center;"> 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: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;"> Higher</p> <p style="text-align: center;"> Similar</p>												



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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

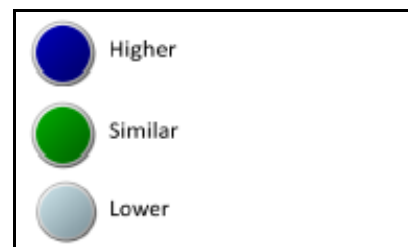
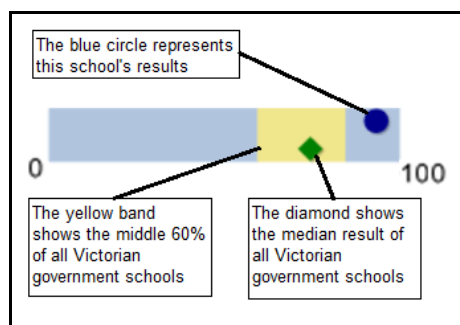
What are student outcomes?

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, P-12 and specialist schools, 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.

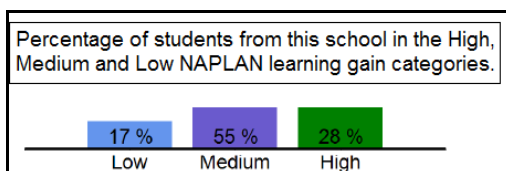
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

South Oakleigh College operates a financial model whereby a significant proportion of College income is generated from funds raised by hire of College facilities and the International Student Program. Through effective management of this income, the College continues to maintain its financial position, allowing for the purchase of additional equipment, and resources to increase and support students' learning and engagement. The College's financial position allows us to employ additional staff to provide further support to our students.

We also encourage our community to support student learning through voluntary contributions to the school. In 2016 we applied and were granted a tax deductible status for our Building Fund where contributions can be made to support the continued improvement of our capital resources.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,419,239
Government Provided DET Grants	\$1,110,425
Government Grants Commonwealth	\$5,634
Government Grants State	\$19,422
Revenue Other	\$76,799
Locally Raised Funds	\$449,285
Total Operating Revenue	\$6,080,803

Expenditure	
Student Resource Package	\$4,286,689
Books & Publications	\$2,821
Communication Costs	\$13,963
Consumables	\$161,542
Miscellaneous Expense	\$386,740
Professional Development	\$55,563
Property and Equipment Services	\$836,950
Salaries & Allowances	\$205,203
Trading & Fundraising	\$40,536
Travel & Subsistence	\$7,430
Utilities	\$72,216

Total Operating Expenditure **\$6,069,652**

Net Operating Surplus/-Deficit **\$11,151**

Asset Acquisitions **\$33,997**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$705,252
Official Account	\$47,372
Other Accounts	\$9,694
Total Funds Available	\$762,319

Financial Commitments	
Operating Reserve	\$209,893
Asset/Equipment Replacement < 12 months	\$80,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$194,522
Revenue Received in Advance	\$99,442
School Based Programs	\$92,927
Other recurrent expenditure	\$7,535
Asset/Equipment Replacement > 12 months	\$60,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$18,000
Total Financial Commitments	\$762,319

Student Resource Package Expenditure figures are as of 08 March 2017 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.