2018 Annual Report to The School Community

School Name: South Oakleigh Secondary College (8801)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 10:51 AM by Helen Koziaris (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 11:36 AM by Steven Demosthenous (School Council President)

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. In 2018, the College had approximately 490 students providing excellent educational outcomes for all students in a positive, caring and supportive environment. The College workforce had the equivalent of 50 fulltime staff – 65 staff members: 3 Principal class, 53 Teachers, Paraprofessionals and Instrumental Music staff and 15 Education support.

Our motto "Knowledge conquers all" underpins the College's commitment to providing a holistic education for all students – and promoting life-long learning as an essential component of our lives to both staff and students. At South Oakleigh College, we are committed to developing a student-focused culture and the skills necessary for personalising teaching and learning. We want students to experience a sense of achievement and growth in all areas of their school, as well as their social and emotional development. This allows us to attain the School's objective of providing a safe and secure environment where students can pursue academic excellence, achieve personal growth and graduate as responsible and resourceful members contributing to both the community ad as global citizens.

As a College, we aim to provide a learning environment, which reflects and supports our diverse cultural demographic community - with an SFO index of 0.4910 and an SFOE index of 0.4005. This College celebrates this diversity in all aspects of school life. In 2018, the English as an Additional Language (EAL) student cohort was represented by 126.

Framework for Improving Student Outcomes (FISO)

Continuing with the gains from previous years, in 2018 the College focused on four key domains of the Framework for Improving Student Outcomes to achieve the following goals:

1.   Building Practice Excellence
-       Build teacher capacity to use whole school assessment practices and achievement data to target learning opportunities for all students
-       Embed the whole school instructional model

2.   Curriculum Planning and Assessment
-       Develop, monitor and evaluate consistent whole school curriculum documentation
-       Create a school focus on Literacy in the implementation of the Victorian Curriculum

3.   Setting Expectations and Promoting Inclusion
-       Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community
-       Develop, implement and monitor the effectiveness of high impact teaching strategies through the Instructional Model

4.   Empowering students and building school pride
-       Increase meaningful opportunities for student voice, leadership and agency
-       Embed whole school house system to enhance student engagement

The College prioritised significant resource in each of the four domains. The appointment of a Literacy Specialist along with sounding out experts to provide teachers with targeted professional learning resulted in increased and effective use of collaboration through moderation, sharing professional knowledge, developing engaging

curriculum documents and supporting colleagues through classroom observations when building High Impact Teaching Strategies into our Instructional Model.

Student voice - the SRC and PAG (Principal's Advisory Group) played a significant role in reviewing the existing student leadership structure. This resulted in the implementation of new roles within the team that served to increase ownership and responsibility.

PIVOT surveys completed by students early in the middle of Term 1 and again in Term 3 gave them ownership over their learning as they provided targeted feedback specific to their teachers, helping to inform future classroom practice and increase the stimulation of learning. There was an improvement in the survey results as staff took on student feedback and was observed through peer observations and the PDP

Achievement

The College received 71.4% of parent satisfaction endorsements in 2018, demonstrating that the school is perceived positively by parents attributed most likely to the work supporting school engagement and wellbeing over the past year with the House System.

2018 NAPLAN results demonstrate that the College is outperforming the state in terms of learning growth. In the areas of numeracy, reading, writing, and grammar, a significant proportion of students achieved high growth, with between 35.6% and 51.7% of students in this level per area, relative to the state defined average of 25%. In terms of high achievement, the school has also outperformed the state with the latest data demonstrating the percent of students in the top 3 bands for Reading and Numeracy as being above the state median.

NAPLAN, in combination with other internal sources of achievement data, continues to be used by the school to support planning, and meet students' at their level supporting them to grow in all areas of learning. The school continues to implement programs to support students at low achievement levels through intervention programs, and to support students at top achievement levels through acceleration programs. Clearly, these programs are supporting overall student growth, as students are supported to progress no matter where they may currently stand.

Our VCE result for 2018 recorded a mean VCE study score of 29 with the Dux of our College receiving an ATAR of 97.85. Our focus on supporting our students with additional support, consistency of practice across the classes and on effective feedback underpins the continuous improvement of our students.

Engagement

A proactive positive approach to student attendance has been the catalyst for improved attendance across the College with significant gains in Year 7 – 11 at the College.
The average day absence decreased from 2017 t0 2018.
•   Year 7 from 18.42 in 2017 to 11.06 in 2018
•   Year 8 from 22.51 in 2017 to 14.69 in 2018
•   Year 9 from 19.80in 2017 to 17.89 in 2018
•   Year 10 from 25.46in 2017 to 18.21 in 2018
•   Year 11 from 26.70in 2017 to 18.67 in 2018
We have also seen with the introduction of the House system in 2017 a significant decrease in unexplained absences in 2018 to 5.75 days from 6.14 in 2017.

The "COMPASS" learning management system continues to provide the school and families with real time data in relation to absence.
Student engagement has be further supported by school priorities:

- The " Learner " Instructional model
- The continued development of student voice through the Principals Advisory Group (PAG), College and House Captains, Student Representative Council and School Council Representation.
- Close monitoring of students at risk
- Development of student clubs
- Berry Street Educational Model
- PIVOT and Classroom Observations

Developing strong relationships between student, parent and the school has resulted in improved student outcomes. We continue to seek ways of communicating positively with parents, via positive Compass messages and phone calls and increasing attendance at parent teacher conferences. We will further engage with parents and carers by establishing an Active Parent Network. We will also be developing an alumni program to encourage ongoing engagement with our previous students.

Wellbeing

At South Oakleigh College, we realise that the health, safety and wellbeing of our students is essential to their learning experience.   As such, the College has an outstanding Student Wellbeing team comprising a Head of Student Wellbeing, Chaplain, Nurse and Integration team. The Wellbeing team also has links with DET professionals and external agencies and will refer families and students to relevant groups, as required.

Many wellbeing programs ran across the year and targeted all year levels in 2018. These have been reviewed and similar programs to run in 2019.

The College's House system showed a significant advance forward for student wellbeing in 2018 and continues to develop into 2019. The system provides an improved tiered approach to supporting student wellbeing and ensures that no student slips through the cracks. Student's first support for wellbeing concerns is their mentor teacher. This teacher acts as an advocate and consistent support for the student and can escalate wellbeing concerns to the Heads of House and/or Wellbeing team. Students reported positive results for the school's approach to managing bullying while parents reported overwhelmingly positive responses for the school environment and approach to resolving bullying.

Pleasingly student connectedness in Year's 7 to 9 is strong with students highlighting that they like our school and feel like they belong. There are opportunities for growth in these areas for Years 10 and 11 with improved processes for managing pathways and targeted programs to enhance connection and engagement.

A key strategy informing the school's interventions is the Student Opinion Committee and other avenues for student voice. These groups are regularly consulted regarding current processes and new ideas to promote increased levels of engagement while delivering improvements that work.
Student Leadership opportunities expanded in 2019 to give students greater voice within the College.

Financial performance and position

South Oakleigh College continued to maintain a strong surplus in 2018 reflected through improvement in available funds from 2017 through increased enrolments, further increase in International student numbers and the hiring of College facilities.

The College ensured the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students, with investment in leadership development and continual staff professional learning directly related to the College key priorities and targets. This included Equity Funding used for the position of Literacy Specialist introduced in 2018. We focused our priority upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to our community needs, including a complete refurbishment of student toilets and our extra curricula programs.

Through sound financial management and by maximizing our resources and facilities, the College placed itself in a sound financial position which provides opportunity to plan for further improvement in the learning program and physical environment of the College.
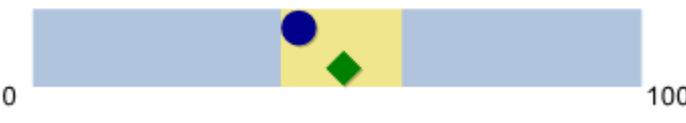
Performance Summary

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.
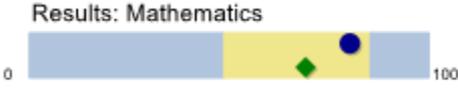
Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 487 students were enrolled at this school in 2018, 226 female and 261 male.

35 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics 	Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: [yellow square]
Results for this school: ⬤ Median of all Victorian Government Secondary Schools: ◆

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 Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 22% Low, 38% Medium, 40% High **Numeracy** 2% Low, 53% Medium, 46% High **Writing** 23% Low, 51% Medium, 26% High **Spelling** 10% Low, 52% Medium, 38% High **Grammar and Punctuation** 18% Low, 37% Medium, 45% High	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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 18% Low, 42% Medium, 40% High **Numeracy** 18% Low, 30% Medium, 52% High **Writing** 21% Low, 41% Medium, 38% High **Spelling** 20% Low, 56% Medium, 24% High **Grammar and Punctuation** 24% Low, 41% Medium, 36% High	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: 2018 (0 - 50) Results: 2015 - 2018 (4-year average) (0 - 50)	● Similar (green) ● Higher (blue) ● Similar ● Higher

Students in 2018 who satisfactorily completed their VCE: 95%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 12%
VET units of competence satisfactorily completed in 2018: 77%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A
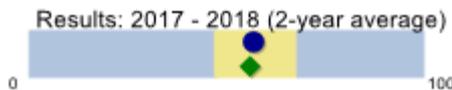
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
         Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	● Similar ○ Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94 %	93 %	91 %	91 %	91 %	86 %

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	● Similar ● Higher

Exit Destinations 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. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	● Similar ● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ────────── 100 Results: 2017 - 2018 (2-year average) 0 ────────── 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ────────── 100 Results: 2017 - 2018 (2-year average) 0 ────────── 100	Lower Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,802,697
Government Provided DET Grants	$1,260,186
Government Grants Commonwealth	$8,172
Government Grants State	$16,621
Revenue Other	$106,588
Locally Raised Funds	$542,372
Total Operating Revenue	**$6,736,636**

Equity[1]	
Equity (Social Disadvantage)	$80,120
Equity (Catch Up)	$23,587
Equity Total	**$103,707**

Expenditure	
Student Resource Package[2]	$4,897,882
Communication Costs	$13,798
Consumables	$109,769
Miscellaneous Expense[3]	$338,688
Professional Development	$55,672
Property and Equipment Services	$822,209
Salaries & Allowances[4]	$304,176
Trading & Fundraising	$29,579
Travel & Subsistence	$14,560
Utilities	$144,960

Total Operating Expenditure	**$6,731,293**
Net Operating Surplus/-Deficit	**$5,343**
Asset Acquisitions	**$25,879**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$1,121,649
Official Account	$30,095
Other Accounts	$12,604
Total Funds Available	**$1,164,347**

Financial Commitments	
Operating Reserve	$248,460
Other Recurrent Expenditure	$5,441
Funds Received in Advance	$226,761
School Based Programs	$107,324
Repayable to the Department	$102,070
Capital - Buildings/Grounds > 12 months	$40,000
Maintenance - Buildings/Grounds > 12 months	$168,128
Total Financial Commitments	**$898,184**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
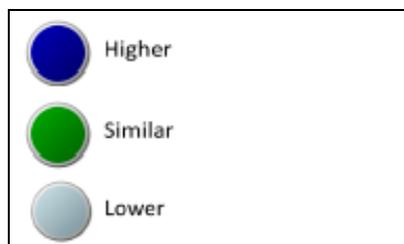
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').