

2015 Annual Report to the School Community

Gisborne Secondary College

School Number: 7857



Name of School Principal: Andrew Robertson

Name of School Council
President: Jane Campbell

Date of Endorsement: _____

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 2015.

About Our School

School Context

Gisborne Secondary College is a large, single campus Year 7-12 school, situated in the Macedon Ranges, approximately 50 kilometers north-west of Melbourne. It has 90.4 equivalent full time staff, with four Principal Class, 80 teachers (both full and part-time) and 26 Education Support Staff. The college boasts a wide range of pathways provision facilities, and provides the best possible academic and vocational pathways for students. The vast majority of our students continue their studies at University or TAFE after completing Year 12, while almost all others access suitable pathways via apprenticeships or meaningful employment. The College ensures, through the provision of well-being programs and resourcing, that individuals feel safe, secure and supported in their learning. All students have a Mentor who sees them every day and we have a pro-active well-being team, led by a Wellbeing Leader. We are seen by the community as having a strong focus on student wellbeing and we have excellent links with local support agencies. There are many and varied opportunities for students to participate in school life, including student leadership positions, the Student Representative Council, music, annual performances, debating, house and interschool sport, camps, study tours and excursions. Students are also well served by an excellent library, VCE Study Centre, Food Technology center, Science wing and canteen as well as a sports complex (shared with the community) and the newly refurbished performing arts center, including Barcham Theatre.

Achievement

A focus on improved teaching in Reading saw the college continue to perform within the range of results for similar schools. Reading gain between year 7, 2013 and the matched cohort in year 9, 2015 indicates more students achieve medium Learning gains in Reading. The percentage of students with a low gain remains stable at 31% for both 2014/2015. 16% of students appear to be making high Learning gains. This remains a focus for work.

Our VCE Completion rate remains at 92% but our information around Year 12 exits is more complete with all exiting students in employment, apprenticeships or at other education providers.

Other VCE markers indicate continuing growth with improvement in the mean study score from 27.1(2014) to 28. The number of 40+ Scores from 2014 to 2015 has lifted again, by 1.4%.

25% of VCE students also complete a VET study and 86% of VCAL students achieve their full VCAL certificate before moving to employment.

Importantly, Student Preference data indicates that 84% of graduating VCE students have been successful in obtaining a first or second preference in first round offers.

Engagement

Attendance rates at Gisborne Secondary College range from 85% for Year 12 to 90% for Year 7 students. The college is addressing non-attendance through the use of the Student Management and Learning System which shows attendances in real-time. We have increased professional development for staff on being more accurate with attendances however common reasons for non-attendance are still illness and extended family holidays. A greater focus on attendance in our reporting to parents cycle also draws attention to the need for students to maximize attendance.

The inaugural year of the Year 9 high engagement and community interaction program (RAID day) appears to have contributed to improved attendance by 5% for Year 9.

The new senior school arrangement, allowing Year 10 students to accelerate some studies by undertaking VCE or VET options, along with increased academic monitoring has reduced student subject changes and limited the number of students opting out of full course undertaking.

Participation rates in sports activities remain consistent with previous years but participation in Debating has increased by 22% and participation in House activities 38%.

Wellbeing

The college uses the annual student Attitudes to School Survey results to monitor and evaluate college-wide connectedness to school and student perceptions about feeling safe at school. In both measures, results indicate that student outcomes are better than might be predicted for similar schools. The college Wellbeing Team managed 1102 individual participant sessions as well as active contribution to pro-active programs including Respectful Relationships in Schools, Teen Mental Health First Aid, Live4Life, Just Like Us – Diversity Group and Creating Conversations. Aspire, Enrichment group, Homework Club, lunchtime activities, e-sports, debating and both fine and performing arts feature prominently in the lives of students at GSC.

Student behavior is also monitored and recorded using the Student Management and Learning System which facilitates ongoing records of achievement, but also incidents, misbehaviors and time-outs. This accruing record influences Head of House and Wellbeing Team staff decisions around interventions and student support.

Productivity

The college is fortunate to have a very experienced teacher profile. This means that a majority of our teachers take on leadership and co-ordination roles in the school ensuring innovation, development and organization of a diverse range of activities spread widely and productively across the staff.

The college effectively allocates and uses resources as needs demand. Our timetable makes best use of teacher time and expertise while minimizing under-allotments, and ensures class sizes that are effective. The college maintains a variety of resources, including technology rooms and an automotive workshop, purpose built science labs, two large multi-group learning centers, canteen, library, performing arts center, a gymnasium and sports facilities and large grounds in order to ensure students have access to a wide program of learning in appropriate but also richly varied settings.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 1037 students were enrolled at this school in 2015, 527 female and 511 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

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.



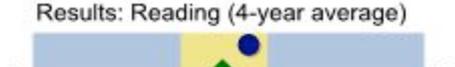
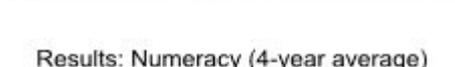
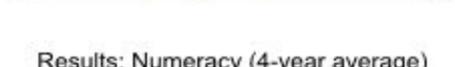
Performance Summary

Key: Range of results for the middle 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 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</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> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

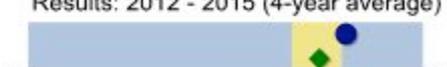
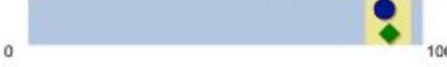
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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: 22%, Medium: 60%, High: 18%</p> <p>Numeracy Low: 25%, Medium: 55%, High: 21%</p> <p>Writing Low: 31%, Medium: 51%, High: 18%</p> <p>Spelling Low: 26%, Medium: 49%, High: 25%</p> <p>Grammar and Punctuation Low: 32%, Medium: 48%, High: 20%</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: 53%, High: 16%</p> <p>Numeracy Low: 35%, Medium: 49%, High: 15%</p> <p>Writing Low: 26%, Medium: 52%, High: 21%</p> <p>Spelling Low: 25%, Medium: 49%, High: 26%</p> <p>Grammar and Punctuation Low: 21%, Medium: 52%, High: 27%</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **92%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **25%**
 VET units of competence satisfactorily completed in 2015: **71%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **86%**

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <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>90 %</td> <td>88 %</td> <td>87 %</td> <td>86 %</td> <td>87 %</td> <td>85 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	86 %	87 %	85 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	86 %	87 %	85 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

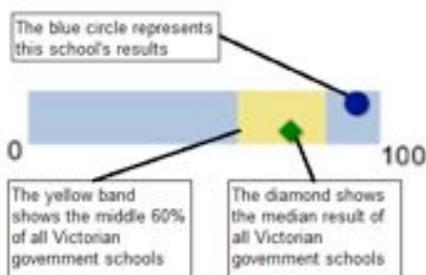
What are student outcomes?

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.

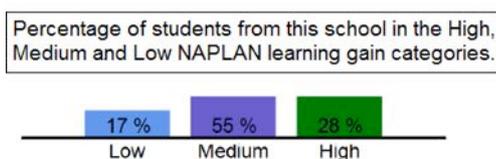
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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 categorized as 'High', the middle 50% is categorized as 'Medium' and the bottom 25% is categorized as 'Low'.



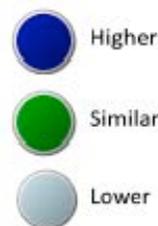
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

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

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

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



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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,877,639	High Yield Investment Account	\$341,290
Government Provided DET Grants	\$956,618	Official Account	\$26,075
Government Grants Commonwealth	\$12,849	Other Accounts	\$24,826
Government Grants State	\$244,762	Total Funds Available	\$392,191
Revenue Other	\$38,800		
Locally Raised Funds	\$1,179,472		
Capital Grants	\$50,000		
Total Operating Revenue	\$11,360,140		
Expenditure		Financial Commitments	
Student Resource Package	\$8,890,796	Operating Reserve	\$336,399
Books & Publications	\$20,759	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,573
Communication Costs	\$25,775	School Based Programs	\$41,218
Consumables	\$182,975	Total Financial Commitments	\$392,191
Miscellaneous Expense	\$780,153		
Professional Development	\$27,772		
Property and Equipment Services	\$891,463		
Salaries & Allowances	\$192,939		
Trading & Fundraising	\$156,066		
Travel & Subsistence	\$420		
Utilities	\$114,852		
Total Operating Expenditure	\$11,283,969		
Net Operating Surplus/-Deficit	\$76,171		
Asset Acquisitions	\$32,020		

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

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

The college's financial position reports a surplus of \$76,171, which recognizes that some programs and faculties did not spend the entirety of their budget allocation in 2015 and more clarity around Parent Supported Materials charges saw increased payments made. \$3,485 remaining School Improvement Partnership funds and Deductible Gift Recipient contributions of \$24,700 contribute to the surplus.