

## 2014 Annual Report to the School Community

Gisborne Secondary College

School Number: 7857



Name of School Principal:

Andrew Robertson

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Name of School Council President:

Charles Cornish

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Date of Endorsement:

29 April 2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Gisborne Secondary College is a large, single campus Year 7-12 school, situated in the Macedon Ranges, approximately 50 kilometres north-west of Melbourne. It has 90.6 equivalent full time staff, with four Principal Class, 80 teachers (both full and part-time) and 27 Education Support Staff (both full and part-time). The college boasts a fully-equipped Technical wing, 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 proactive well-being team, led by a Student Wellbeing Coordinator. 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, the Wakairri Performance Competition, debating, house and interschool sport, camps and excursions. A new \$4 million project completes construction of a new sports complex and a new performing arts centre, with the latter due for completion in October 2015.

### Achievement

Improved teaching in writing saw the college move past the state government school mean in NAPLAN Writing gain between Year 7 (2012) and the matched cohort in their Year 9 (2014). At the same time we reduced the number of students gaining only low levels of improvement in Reading (36.1% in 2013 to 31.0% in 2014), in writing (33.5% in 2013 to 18.6% in 2014) and in Numeracy (35.3% in 2012 to 29.5% in 2014). In the matched cohort phase 2012 to 2014 Year 9, students making high levels of relative growth also moved above the state benchmark from 23.4% in 2013, to 27.5% in 2014. Some of this can be attributed to the close planning, monitoring and teaching embedded in the Learning Centres at Year 7 and Year 8.

While our VCE completion rates were lower than expected this year, with 92% reported completion, analysis of the students who did not receive their certificate shows almost half had left school during the year for employment.

Other VCE markers show improvement on recent years, with improvement in the mean study score from 26.0 (2013) to 27.1 (2014), an increase in the mean English Study Score from 25.28 (2013) to 27.03 (2014). We also had an increase in the mean ATAR (from 44.88 to 49.38). The number of 40+ scores also increased from 2.0% (2013) to 2.5% (2014) – a 25% increase, and we recorded two perfect 50 scores, our first perfect scores since 2011 when we recorded one only.

In Vocational Education and Training (VET) the college continued to provide an extensive range of programs, designed to meet the diverse needs of learners. VET completion rates of Units of Competence improved to 77%, up from 66% in 2013. We had fewer overall enrolments in VET in 2014, but this is also a reflection of a smaller cohort in Year 11 and Year 12 moving through.

In the Victorian Certificate of Learning (VCAL) enrolments were up 2 to 38 students, however there was a small drop in VCAL Unit completion rates from 82% to 76%.

### Engagement

Positively student absences decreased in 2014 from 2013 rates across Year 10, 11 and 12 from the corresponding year levels in 2013. Impressively the number of absence days taken by our Year 12 group improved from 20.66 average FTE Absence days when they were in Year 11, and 27.15 FTE absence days when they were in Year 10 to only 11.70 absence days in 2014. This went against the trend of Year 12 absence days worsening as they moved through the school in previous cohorts.

Similarly our Year 11 group reduced absences days from 28.54 days in their Year 9 year, and 26.13 absence days in their Year 10 year to 17.65 absence days in 2014. In Year 10 the cohort went from 23.11 in Year 8 to 19.95 in Year 9 to 14.20 in Year 10, 2014.

While these are positive markers for improved engagement across the senior school, the college has some concerns at the continuing relatively high levels of student absence due to parent choice, including extended family holidays.

Concerningly, 2014's Year 9 students increased their absences from 18.82 days in 2013 to 23.20 days in 2014. 2014's Year 8 cohort also increased their mean absence days during this period.

The college is addressing non-attendance through the use of the Student and Parent Portal, which shows student attendances in real-time. We have also increased professional development for staff on being more accurate with attendances.

In 2014 we ran a school improvement team to identify ways of increasing student engagement at Year 9. This resulted in the establishment of the Year 9 Learning Program / RAID from 2015. We hope that when combined with the new three-year senior school program and the opening up of VET and VCE options to all Year 10 students we will observe reduced absences through increased engagement.

## Wellbeing

The college uses the annual student Attitudes to School Survey results to monitor and evaluate college-wide wellbeing. In 2014 we celebrated significant improvement in our student's attitudes to school with results moving in to the top half of the State for the first time in "Classroom Behavior", "Student Distress", "Student Morale", and "Learning Confidence". "Connectedness to Peers" and "Student Safety" improved almost to the 50<sup>th</sup> percentile with 49.8 for both dimensions. All 11 Factors improved.

The college also keeps a close eye on its well-being case management through its own internal well-being team, and in cases that might be managed by external agencies working inside the college.

2014 showed that the college managed 153 individual cases, with over 569 individual participant sessions recorded. This tells us that at least 15% of our student body access well-being support via our well-being team. The actual number of students and participant sessions is likely to be higher.

Student behavior is also closely monitored, and we often use a metric like "time-out" removals to track improvement across the school. In 2014 a total of 438 timeout instances were recorded, across 123 individual students – 12.2% of the student population. This is significant improvement on 2013 (532 removals), 2012 (748 removals) and 2011 (1235 removals).

## Productivity

The college is fortunate to have a very experienced teacher profile. This level of experience means that the majority of our experienced teachers take on leadership and coordinating roles in the school. This is productive as it means the development and organisation of the many different and diverse activities of the college are spread widely.

The college effectively allocates and uses resources, to meet the needs of the college. For example an experienced teacher with a background in primary school teaching coordinates and develops the Program for Students with Disabilities. Our timetable reduces under-allotments in teacher time, and ensures that class sizes are effective without being wasteful. The college maintains a wide variety of facility resources, including technology rooms and an automotive workshop, purpose built science labs, two large learning centres, a gymnasium and sports facilities, canteen, library, five computer labs and large grounds, on very little cash resource, in order to ensure students have access to a wide program of learning in appropriate environments and settings.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 1010 students were enrolled at this school in 2014, 515 female and 495 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

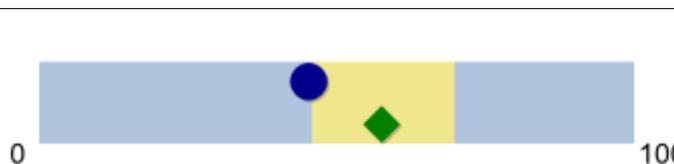
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

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

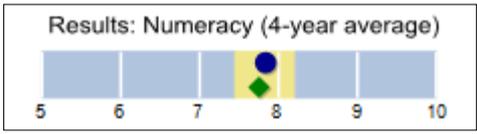
Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

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

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



 Similar

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 25%, Medium: 54%, High: 21%</p> <p><b>Numeracy</b> Low: 31%, Medium: 52%, High: 17%</p> <p><b>Writing</b> Low: 25%, Medium: 54%, High: 20%</p> <p><b>Spelling</b> Low: 25%, Medium: 47%, High: 28%</p> <p><b>Grammar and Punctuation</b> Low: 34%, Medium: 50%, High: 16%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 31%, Medium: 42%, High: 27%</p> <p><b>Numeracy</b> Low: 30%, Medium: 57%, High: 13%</p> <p><b>Writing</b> Low: 19%, Medium: 57%, High: 25%</p> <p><b>Spelling</b> Low: 23%, Medium: 48%, High: 29%</p> <p><b>Grammar and Punctuation</b> Low: 28%, Medium: 51%, High: 22%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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><b>Results: 2014</b> 0 to 50 scale, school result (blue dot) is similar to state median (green diamond).</p> <p><b>Results: 2011 - 2014 (4-year average)</b> 0 to 50 scale, school result (blue dot) is similar to state median (green diamond).</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: [92%](#)

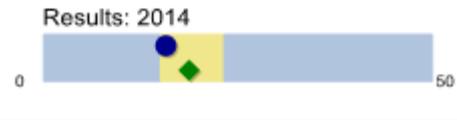
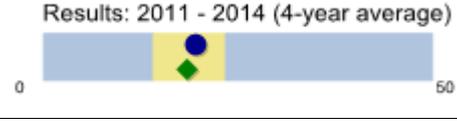
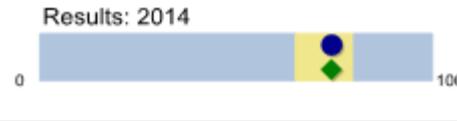
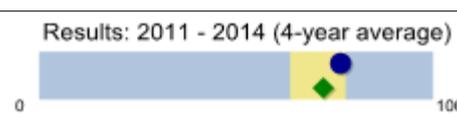
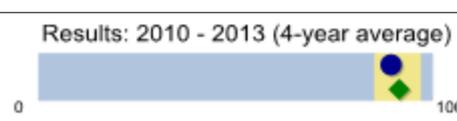
Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: [37%](#)

VET units of competence satisfactorily completed in 2014: [77%](#)

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: [76%](#)

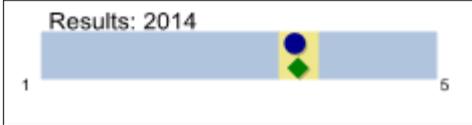
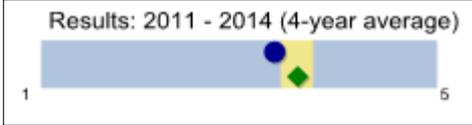
## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="564 891 1021 985"> <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>93 %</td> <td>92 %</td> <td>88 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	88 %	93 %	91 %	94 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	88 %	93 %	91 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

## How to read the Performance Summary

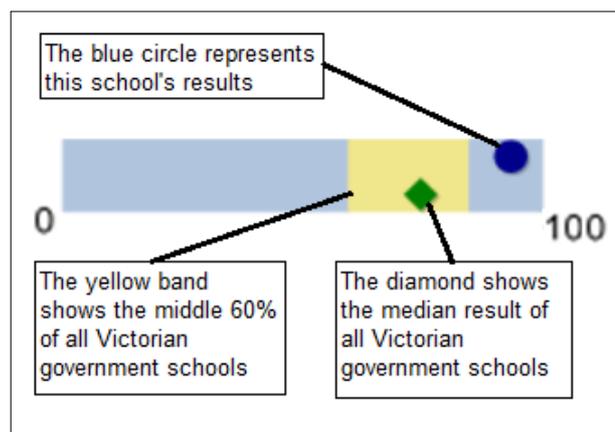
### What are student outcomes?

*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.

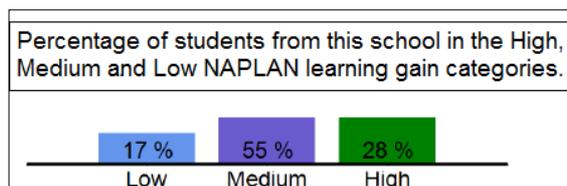
You can see these results for the latest year, as well as the average of the last four years (where available).

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

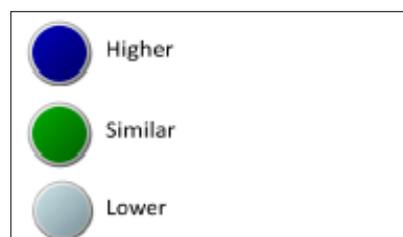


### What is a School Comparison?

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

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

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



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

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

### What is the meaning of 'Data not available'?

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

### What is this school doing to improve?

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

## Financial Performance and Position

Financial Performance - Operating Statement  
Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$8,262,130
Government Provided DE&T Grants	\$829,201
Government Grants Commonwealth	\$9,774
Government Grants State	\$15,904
Revenue Other	\$33,443
Locally Raised Funds	\$899,526
<b>Total Operating Revenue</b>	<b>\$10,049,977</b>

Expenditure	
Student Resource Package	\$8,310,702
Books & Publications	\$13,884
Communication Costs	\$24,197
Consumables	\$186,087
Miscellaneous Expense	\$467,090
Professional Development	\$33,141
Property and Equipment Services	\$608,143
Salaries & Allowances	\$180,871
Trading & Fundraising	\$62,107
Travel & Subsistence	\$762
Utilities	\$103,835
<b>Total Operating Expenditure</b>	<b>\$9,990,818</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$59,159</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Funds Available	Actual
High Yield Investment Account	\$268,248
Official Account	\$53,659
Other Accounts	\$80,704
<b>Total Funds Available</b>	<b>\$402,611</b>

Financial Commitments	
Operating Reserve	\$250,451
Capital - Buildings/Grounds incl SMS<12 months	\$21,524
Beneficiary/Memorial Accounts	\$48,140
Revenue Received in Advance	\$71,456
School Based Programs	\$11,040
<b>Total Financial Commitments</b>	<b>\$402,611</b>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

The college's financial position reports a surplus of \$59,159 which recognizes that some programs and faculties did not spend the entirety of their budget allocation in 2014. This accounts for about half of the surplus.

The other half is unspent contestable Victorian Grant Partnership Initiative funds allocated to the school for its Macedon Ranges Teaching and Learning Project in partnership with Gisborne PS, Woodend PS and Riddles Creek PS. The partnership received a State grant of \$35,000 for this project and will now extend over three years. Approximately \$32,000 remains unspent after 2014.