

# 2018 Annual Report to The School Community



School Name: Euroa Secondary College (7820)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 18 March 2019 at 01:39 PM by Harold Cheung  
(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 21 March 2019 at 01:26 PM by Ruth Nolan (School  
Council President)

## About Our School

### School context

Euroa Secondary College is the only state secondary school in the Shire of Strathbogie with an SFOE (Student Family Occupation and Education index) of 0.5632. Our students attend the college from a radius of 60km with the support of eight school buses of which two are privately operated. In 2018, the college had 332 students with 41.5 staff equivalent full time (EFT) that includes 29.9 EFT teaching staff and 11.5 EFT education support. Every student, staff member and family is valued as an individual at the college. Every community member has a role to play and the College believes strongly in the connection between school, family and community. The College's mission statement is "A united community where everybody has responsibility in preparing youth for their future". The College core values are Challenge, Empowerment, Resilience and Respect. Studies such as Music, Languages other than English (Japanese), VET, VCE and VCAL are taught along with traditional subjects at years 7 to 10. A wide variety of extra-curricular programs are provided for students. Intervention programs operate in Literacy in years 7-9. Classes are set in English and Mathematics, supporting and extending individual skills. Students in Year 9 participate in "The Year with a Difference" program. The Year 10 program provides students with numerous elective choices so they the opportunity to commence VET studies and have a solid foundation for Year 11 and 12. Students in years 10-12 have the opportunity to accelerate their studies to suit their talents and pathways to life beyond school.

### Framework for Improving Student Outcomes (FISO)

The two areas of FISO the college focused on was in "Building Practice Excellence" and "Setting Expectations and promoting inclusion". In the area of Building Practice Excellence, the college continues the work on embedding the college Instructional Model across every classroom. In 2018, the college commenced work on identifying a college literacy approach and introducing the HRLTP to staff. Through this professional learning, the literacy team have mapped an implementation timeline for the embedding of all seven strategies. Also in 2019, the Teaching and Learning Team have mapped an assessment schedule for Year 7-12 with all key summative tasks identified. These tasks have also been reviewed to ensure a consistent progressive based rubric is developed. The team have also commenced work in reviewing the assessment/reporting processes at the college.

The college have reinvigorated SWPBS as the major thrust of Setting Expectations and promoting inclusion. The college have identified a cross sectoral team to embed this work. Over the year we have refreshed staff on the universal protocols and have commenced the reintroduction of min-lessons. Work has also commenced on a Year 7 and 8 Pastoral Care Program and a forensic approach towards reducing absenteeism across the college.

### Achievement

The college in 2018 formed a college cross disciplinary literacy team with the goal of implementing a college literacy approach. This team visited two secondary schools and confirmed to adopt the John Munroe High Reliability Literacy Teaching Protocols (HRLTP). Working with the Education Improvement Leader (EIL) our Literacy Leader (Assistant Principal) has delivered 2 Professional Learning session outlining the HRLTP. We have also trialled using the PLC approach to implement Getting Knowledge Ready.

Staff are currently contextualising Getting Knowledge Ready in their Domains and sharing their practice. Our Literacy Team is also relating the work to our Instructional Model. In 2019, the college will continue to implement the HRLTP through Professional Learning Community approach with Vocabulary been the next HRLTP. We will use the inquiry cycle to gauge successful embedding of the strategy. We are also investigating utilising the Bastow Leading Literacy Course and have continued support of the EIL. The 2019 AIP will focus on embedding Knowledge Ready and Vocabulary with the commencement of Summarisation.

### Engagement

In 2018, the college has developed a 7-12 assessment schedule explicitly identifying Common Assessment Tasks. These agreed tasks have corresponding rubrics which allow for moderation. The Domains have also reviewed their curriculum to map these tasks to ensure student are scaffolded and receive consistent instruction to prepare students. The college is working through an assessment and reporting model to further build consistency in college pedagogical practice.

In 2019 the college will implement the assessment schedule and will be ensuring there is agreed feedback protocols. Furthermore, the college will be implementing a quality assurance process on our curriculum documentation as a Teaching and Learning Team. The assessment feedback of Common Assessment Tasks will be located on Compass which paves the way for continuous reporting. In 2019 the college reporting is targeting to be continuous and allows for more focused feedback for students. Through Compass we can audit the quality of feedback and adherence to the assessment schedule

**Wellbeing**

2018 marked with the re invigoration of School Wide Positive Behaviour Support (SWPBS). The college has a SWPBS Team and is engaged in the SWPBS Coaching program. The college is working with the external coach and completed the fidelity survey.

The college also has developed a SWPBS mission statement, collected student feedback, in process of creating a new matrix and mascot. Staff have been refreshed in SWPBS and commenced delivering a mini lessons on swearing. The college started developing a pastoral care program for Year 7 and a team completed the Berry Street Education Model.

The school also committed and completed a plan for Safe School and Respectful Relationship. The college has art mural completed to reinforce the values of diversity and inclusion. The SWPBS team will work on transitioning universal protocols to classroom protocols and develop college data evaluation processes. We will continue to work with the region and extend the number of mini lessons. Through the confirmed matrix the college can then review our processes and provide further professional learning.

In 2019 the college will extend the pastoral care program and review the material to incorporate the Berry Street Education Model especially the Body aspect. To further reduce unexplained absences, admin will assist in absence follow up and we will continue to foster connectedness between students through the implementation of transition meetings with families for all students in addition to family interviews and our current pathway/transition program.

**Financial performance and position**

The College reported an operating surplus of 3.53% of our total operating revenue of \$5,528,808. In 2018 there was a surplus of \$54,825 on our SRP and \$140,360 on our College Cash Budget – which had revenue of \$1,278,644 and expenditure of \$1,138,284. Of this surplus we have committed the funds to the Year 7 Learning Community Development. It should also be noted that our SRP for 2018 had a brought forward surplus of \$45,363 so the actual surplus in our SRP for 2018 was \$9,462. The College had \$299,090 cash on hand as at 31 December 2018 however \$224,904 of this amount is comprised of committed funds. This means we have a cash reserve of \$74,186 which is well below the Departments benchmark figure of just on \$180,000.

The student enrollments for 2018 were 339.6 which is down from the 2017 figure of 353.8 and continues the decline from the 400.4 high we had in 2013. Our enrollment for 2019 is 329.3 (subject to audit). This declining enrollment continues to place pressure on the College as we continue to juggle the need to provide quality educational opportunities for our students with the requirement to maintain an operating surplus. It is through effective workforce planning, prudent financial management and the receipt of Equity Funding have which have allowed the college to achieve this result but we still face significant challenges in this regard.

For more detailed information regarding our school please visit our website at  
<http://www.euroasc.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

### Enrolment Profile

A total of 340 students were enrolled at this school in 2018, 153 female and 187 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.6	72.4	64.8	78.4

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	41.6	51.5	41.4	61.2

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	61.1	79.1	64.9	89.9	Lower
Mathematics	36.4	69.4	49.3	85.5	Lower

### NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	36.8	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	36.4	50.8	37.5	66.7	
Year 9	Reading (latest year)	48.8	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	41.5	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	38.2	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	34.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	38.6	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	30.6	41.8	30.1	59.1	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	41.2	39.2	19.6
Year 5 to 7	Numeracy	40.0	40.0	20.0
Year 5 to 7	Writing	42.0	40.0	18.0
Year 5 to 7	Spelling	33.3	45.1	21.6
Year 5 to 7	Grammar and Punctuation	33.3	52.9	13.7
Year 7 to 9	Reading	24.3	54.1	21.6
Year 7 to 9	Numeracy	32.4	48.6	18.9
Year 7 to 9	Writing	35.1	37.8	27.0
Year 7 to 9	Spelling	27.0	51.4	21.6
Year 7 to 9	Grammar and Punctuation	35.1	56.8	8.1

### 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	24.9	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	25.6	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **97 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **20 percent**.

VET units of competence satisfactorily completed in 2018: **89 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **81 percent**.

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.9	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	25.4	20.2	16.0	24.5	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	89	88	84	86	89

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	81.7	75.0	66.7	81.7	Similar
Retention (4 year average)	79.4	75.0	66.2	80.4	Similar

### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	85.7	91.7	83.1	99.3	Similar
Student Exits (4 year average)	84.0	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.8	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	52.6	52.9	44.5	61.9	Similar

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	50.3	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	51.0	56.0	47.5	66.4	Similar



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,250,164
Government Provided DET Grants	\$850,641
Government Grants Commonwealth	\$524
Government Grants State	\$22,805
Revenue Other	\$46,846
Locally Raised Funds	\$357,828
<b>Total Operating Revenue</b>	<b>\$5,528,808</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$451,759
Equity (Catch Up)	\$0
Transition Funding	\$31,237
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$482,997</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,195,339
Adjustments	\$0
Books & Publications	\$4,040
Communication Costs	\$7,947
Consumables	\$150,339
Miscellaneous Expense <sup>3</sup>	\$248,737
Professional Development	\$22,024
Property and Equipment Services	\$268,082
Salaries & Allowances <sup>4</sup>	\$140,369
Trading & Fundraising	\$103,246
Travel & Subsistence	\$144,931
Utilities	\$48,569
<b>Total Operating Expenditure</b>	<b>\$5,333,623</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$195,185</b>
<b>Asset Acquisitions</b>	<b>\$28,165</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$245,114
Official Account	\$53,961
Other Accounts	\$15
<b>Total Funds Available</b>	<b>\$299,090</b>

Financial Commitments	Actual
Operating Reserve	\$74,186
Other Recurrent Expenditure	\$519
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$75,308
Beneficiary/Memorial Accounts	\$2,911
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,910
Capital - Buildings/Grounds < 12 months	\$94,210
Maintenance - Buildings/Grounds < 12 months	\$26,046
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$299,090</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').