

2015 Annual Report to the School Community

Rosebud Secondary College

School Number: 8290



Name of School Principal:

Andrew Nicholls

Name of School Council President:

Bill Faulkner

Date of Endorsement:

15th April 2016

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

Rosebud Secondary College is committed to providing high quality personalised learning so that all students are able to attain the highest levels of academic achievement along with social and personal development. The College had an enrolment of 1190 for 2015. The College is committed to providing a stimulating, engaging and safe learning environment within state of the art classrooms, purpose designed specialist facilities and pleasantly enhanced outdoor facilities.

The Culture of learning, achievement and active participation is understood and acknowledged by the whole College Community and high performance is evident across the spectrum of academic and extra curricula activity.

The school is a member of the Academy of Accredited SEAL Schools (Select Entry Accelerated Learning) for students across the Southern Peninsula, which is indicative of the quality of our teachers and the ability of young people in our community. In 2015 we introduced a Performing Arts stream at Year 7.

The College values are diverse and inclusive, and they are promoted in all we do. They are:

Achievement and Learning for Each Individual

- A tradition of achievement, excellence and success for each individual student
- Successful graduates to University, TAFE, Apprenticeships, Traineeships and Full-time Employment
- Modern, Architectural Designed Learning Environments
- 1:1 computer access for student in years 7-12

Leadership

- Student Initiated Leadership Programs
- Highly effective and inspirational teachers

Respect and Consideration for others and a Sense of Belonging for all

- Very high behavioural expectations for all students to learn cooperatively with their teachers and colleagues
- Highly effective student wellbeing practices and programs. Our students feel safe and happy at school
- An expectation of pride in our uniform

Active Participation

- Diverse and accessible curriculum for all year levels
- Individual pathways
- A range of Championship winning sports programs
- Prestigious Performing Arts Program - Music, Dance and Drama
- High end Fine Arts
- Diverse Technology Programs - Wood, Metal, Plastics, Food, Fashion, Systems and Information Technology
- A comprehensive LOTE Program Years 7-12 Indonesian and Japanese
- International programs, student exchange and visits

Rosebud Secondary College promotes a ***“Best Effort”*** culture.

Achievement

The school comparison measures show that we are excelling in our VCE All Study results. The median ATAR scores averaged over the last 4 years are higher than the state average and the College attained All Study score of 29. There were 14 subjects with raw scores of 30+ and 11 subjects with adjusted scores of 30+. There were twenty-one students with ATAR scores above 80.0 and students graduating from our Select Entry Accelerated Learning (SEAL) Program achieved an average ATAR of 83.77. The College is the only accredited SEAL school on the Southern Mornington Peninsula.

Significant work was completed to better align our reporting to ‘best effort’. The College developed ‘Attitudes to Learning’ criteria for all reporting based on 21st Century Learning skills. These 16 skills align across all KLAs. The College further developed reports to better align with a focus on growth rather than achievement level. This work will continue into 2016.

In terms of our NAPLAN results, value adding is at or above the state mean, with numeracy having the greatest gain between Years 7 and 9. Based on analysis of our most recent results, the College will be focusing on writing in 2016. In 2014 a literacy audit was completed and this informed the development of writing style guides for all key learning areas in 2015. Our 2013-2016 Strategic Plan has set targets to improve all learning outcomes, along with VCE, VET, VCAL and AusVELS areas by focussing on empowering the students as learners. Rosebud Secondary College continues to promote a “Best Effort” culture.

In 2015 there was a strong focus on staff working in ICT collegiate groups to develop new curriculum material in line with the 1:1 learning program introduced at Year 7 & 10. Personalising learning is the focus for staff, and improving personal effort and expectation of our students.

Engagement

Research (On Track Survey and Rosebud Secondary College Pathways Co-ordinator Data, 2015) shows any students who leave, are provided with successful and appropriate alternative pathways. These can be many and varied. Alternatives include, and are not limited to, apprenticeship/further training, employment or full time work. Our exit data is tracking at “similar” to like schools. RSC is proud of the large number of students who finish Year 12 (VCE and VCAL) who successfully gain tertiary entrance or further training.

One of the strengths of RSC is that we provide careers advice for students at all year levels to assist them to appropriately select a suitable VCE/VCAL course, and/or alternative pathway. We will continue to support students to follow the areas that they are interested in. As a school, each student is provided with a Managed Individual Planned Pathway Strategy (MIPS), and has access to careers, tertiary education, and employment counselling. While retention is below state mean there have been some significant improvements between Yr 10-11 retention which is at 91.2% (approximately 9% higher than State mean). Retention between Yr 7-10 is slightly below State and Region means. The school has restructured its wellbeing and pathways support from 2016 and we will monitor these measures to assess the effectiveness of these changes.

“91% of the VCE students seeking tertiary education were successful in receiving an offer”. Of the total Year 12 completers 59% took up offers for university and TAFE. This was an increase from 2014 of 3%.

Approximately 82% of students received their first or second preference for university placements, with the largest cohorts going to Monash University, Deakin University and Swinburne University.

When considering the data, it needs to be noted that our data does not always accurately reflect the student outcomes. Statistical analysis suggests that a high rate of deferment (18%) and part time job take-up needs to be taken into account due to the nature of how students transition post school education in this area.

The school continues to look at flexible program pathways for students and introduced Hands On Learning which will continue into 2016. Approximately 30 students engaged in this program and completed a major reflection garden project at the front of the school and restoration work at a local wetlands.

Wellbeing

Rosebud Secondary College takes a holistic approach to the academic, social and physical health education of our students. We regularly consider feedback from our student body and parents, via the annual opinion surveys. Strong parental satisfaction surrounds aspects including the approachability of the school, the strength of the extra-curricular program and the focus on learning. There was a slight decline in the ATTS data for senior students. While these measures were not significantly different from State and Region means we will be examining this further in 2016 with the implementation of ‘MindMatters’.

Students value their connectedness to school and their peers. This is shown in many ways through student leadership, extra-curricular activities and student participation in whole school events. Student participation remains high for many programs which show an appreciation for the efforts of their teachers and for the range of opportunities in the fields of the visual and performing arts, and sport in particular.

In addition to the Wellbeing team providing valuable and timely student support, they have driven the agenda for improving services and facilities to enhance mental health in particular, within our drive towards “Health Promoting School” status. Our College has also joined a national research project to implement a ‘Mindfulness’ approach into our curriculum. In 2015 we had 24 staff trained in delivering mindfulness sessions which were delivered to approximately 600 students. We participated in a research project with ‘Smiling Minds’ as part of this work. A long term plan to endorse and enhance the development of student wellbeing and engagement is being launched this year. With strong community support we continue working towards the building of dedicated Wellbeing and Mindfulness space, making us a leader in this field.

The College undertook a significant review of wellbeing delivery and employed an allied services practitioner to head wellbeing in 2016.

Productivity

Due to a falling enrolment over the past four years the College has had to make significant staffing decisions to manage a staffing deficit. This has led to the need to carefully monitor cash budget expenditure through the year and this will remain in place over the next few years. Changes made to staffing over the year will mean the budget will be more sustainable into the future. The staffing profile for 2015 was as follows;

- Teacher staffing- 78.22 EFT (there is a high amount of p/t staff in this)
- ES staffing- 18.51 EFT
- Integration Aids- 3.6 EFT

The College funds a PSD centre with teacher and aid time to assist student with disabilities. The aim is to integrate student as much as possible in mainstream classes and ILP’s are developed for each student and learning monitored throughout the year. Progress for

our PSD cohort has been at the expected level during 2015.

Efficiencies were gained through a re-organisation of the timetable in 2014, which saw the introduction of a ten day cycle timetable for the following year and slight changes in timetable allocations to staff. There were further changes made to the overall time allowance pool which created further savings. The College invested in a new timetable package for 2015 which will see new features introduced such as web preferences for subject selections. This will reduce the data input required by the school. The College has also implemented a new LMS called Compass. This will introduce a range of efficiencies along with one point for all student data. The College has a long term goal of working towards building a wellness centre and has a large number of staff being trained in mindfulness approaches. The local Rotary Club is assisting with fund raising and building design to achieve this aim.

The College is still holding a large cash amount for the funding of the Southern Peninsula Trade Training Centre. This money will be acquitted in the 2016 year.

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 1193 students were enrolled at this school in 2015, 608 female and 585 male. There were 0% of EAL (English as an Additional Language) students and 4% 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.








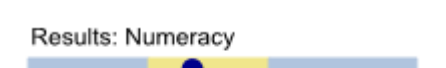









Performance Summary

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 style="text-align: center;">● Higher</p> <p style="text-align: center;">● Higher</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>	<p style="text-align: center;">English No Data Available</p> <p style="text-align: center;">Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Higher</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: 34% Medium: 47% High: 18%</p> <p>Numeracy Low: 29% Medium: 48% High: 22%</p> <p>Writing Low: 35% Medium: 50% High: 15%</p> <p>Spelling Low: 31% Medium: 48% High: 22%</p> <p>Grammar and Punctuation Low: 23% Medium: 61% High: 17%</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: 36% Medium: 44% High: 20%</p> <p>Numeracy Low: 31% Medium: 47% High: 22%</p> <p>Writing Low: 25% Medium: 52% High: 23%</p> <p>Spelling Low: 27% Medium: 45% High: 28%</p> <p>Grammar and Punctuation Low: 33% Medium: 42% High: 26%</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 0 to 50 scale. School result (blue dot) is approximately 45, state median (green diamond) is 30.</p> <p>Results: 2012 - 2015 (4-year average) 0 to 50 scale. School result (blue dot) is approximately 45, state median (green diamond) is 30.</p>	<p> Similar</p> <p> Similar</p>




Students in 2015 who satisfactorily completed their VCE: **99%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **28%**
 VET units of competence satisfactorily completed in 2015: **85%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **84%**









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="571 815 1027 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>89 %</td> <td>89 %</td> <td>85 %</td> <td>92 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	85 %	92 %	88 %	90 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	85 %	92 %	88 %	90 %									
<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> Lower</p> <p> Lower</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> Lower</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: 

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

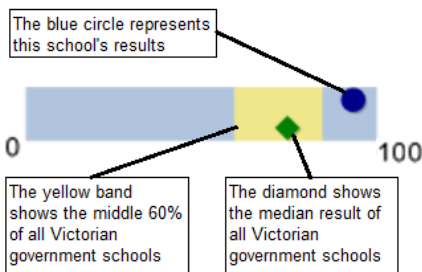
What are student outcomes?

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.



What is a School Comparison?

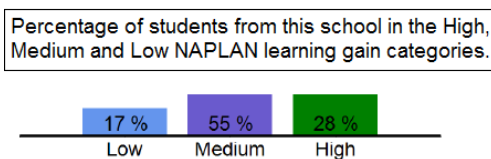
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

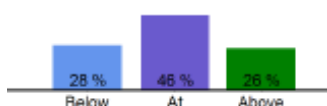
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



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.



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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,007,191	High Yield Investment Account	\$768,723
Government Provided DET Grants	\$1,292,553	Official Account	\$76,995
Government Grants Commonwealth	\$18,682	Other Accounts	\$293,243
Government Grants State	\$24,725	Total Funds Available	\$1,138,961
Revenue Other	\$75,121		
Locally Raised Funds	\$1,008,940		
Total Operating Revenue	\$12,427,212		
Expenditure		Financial Commitments	
Student Resource Package	\$10,000,436	Operating Reserve	\$259,032
Books & Publications	\$12,423	Capital - Buildings/Grounds incl SMS<12 months	\$19,467
Communication Costs	\$23,022	Maintenance - Buildings/Grounds incl SMS<12 months	\$46,481
Consumables	\$161,212	Beneficiary/Memorial Accounts	\$105,113
Miscellaneous Expense	\$2,003,496	Cooperative Bank Account	\$36,892
Professional Development	\$17,730	Revenue Received in Advance	\$22,053
Property and Equipment Services	\$753,573	School Based Programs	\$42,543
Salaries & Allowances	\$323,747	School/Network/Cluster Coordination	\$299,038
Trading & Fundraising	\$167,771	Repayable to DET	\$148,525
Travel & Subsistence		Other recurrent expenditure	\$4,465
Utilities	\$147,555	Capital - Buildings/Grounds incl SMS>12 months	\$89,215
		Maintenance -Buildings/Grounds incl SMS>12 months	\$66,136
		Total Financial Commitments	\$1,138,961
Total Operating Expenditure	\$13,610,965		
Net Operating Surplus/-Deficit	(\$1,183,753)		
Asset Acquisitions	\$39,115		

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 operating loss experienced in 2015 has occurred against a background of reducing student enrolments which has contributed to a staffing deficit. Repayment of the deficit meant expenditure for the year was very tight. Some cash flow assistance will be repaid throughout 2016 (shown as Repayable to DET under financial commitments). Our situation was helped by a slightly higher than expected payment of parent contributions, considering EMA was no longer available to qualifying families. Whilst we appear to have sufficient funds to cover the operating deficit these funds are not available for general operating expenses e.g. we only have access to the interest on the beneficiary accounts targeted towards students scholarships/awards; and nearly \$300,000 is for the completion of the Trade Training Centres.