2018 Annual Report to The School Community

School Name: Somerville Secondary College (8875)

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

Attested on 02 April 2019 at 09:23 AM by Christopher Lloyd (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 24 April 2019 at 05:03 PM by Alisa Melhuish (School Council President)

About Our School

School context

Somerville Secondary College's school vision and associated statement was updated in 2018 after significant consultation with a wide range of members of the school community including parents, students, staff, local primary schools and the general community.
Somerville Secondary College's vision statement is: "Together we use our voice to challenge and grow a confident community" which is proudly displayed at the front of the school.
Somerville Secondary College's core values are integrity, respect and responsibility and these underpin all interactions, expectations, practices and processes within the college.
Our purpose is to develop our students academically, morally and ethically to become positive contributors to the local and wider community.

Framework for Improving Student Outcomes (FISO)

FISO: Excellence in Teaching & Learning: Building Practice Excellence, Curriculum Planning & Assessment; Professional Leadership: Building Leadership Teams.
KIS: Building the capabilities of leaders across the college: strengthening the connections between curriculum, assessment & pedagogy; build the capacity of all teachers to teach literacy skills (reading) - Moderately successful in some elements.
FISO: Positive Climate for Learning: Empowering students and building school pride, Setting expectations and promoting inclusion.
KIS: Build teacher capacity to consistently incorporate high impact teaching strategies to improve student engagement in and with their learning; build the capacity of all teachers to strategically incorporate student agency and voice into learning program; continued delivery of alternative educational arrangements (HOL Program) - Work in progress; Work in progress, HOL Successfully implemented.
FISO: Community Engagement in Learning: Building Communities.
KIS: Strengthen partnerships with local feeder primary schools and community groups - Successfully added BPS to list of students involved in 5UP program in 2018.

Achievement

Desired level of seven to nine growth in NAPLAN data has not been achieved. Data from On Demand Testing and other sources including teacher judgement data indicates solid growth with regard to reading for Year 7 students. Literacy & Numeracy growth as measured by ODT did not support the achievement of the goal of 'at least one year's growth in one year for all students', however significant growth was shown by many students. The mean All study VCE result goal was achieved (even exceeded) and the percentage of students scoring in the '40 & above' study score range increased in line with expectations.

Engagement

Reinvigoration of SRC achieved with all form groups and year levels represented. Regular effective student led meetings of the SRC taking place with feedback presented to school council via elected student representatives. Student absenteeism rates goal was not met due to a small number of students with very significant attendance issues. Referrals to appropriate avenues - Navigator, etc - made but the overall impact on average number of absence days was too high. During Term 4, 2018 the school added SMS communication with parents to its repertoire with regard to student lateness and absenteeism. Expected improvement in Student Attitude to School data sets not achieved but evidence provided through multiple PIVOT surveys contradicts the annual survey results in a positive way. Year 12 students results improved beyond the target level as measured by the mean all-study score metric. From 2019 Form Teachers will take on a more significant role with parent contact regarding absenteeism.

Wellbeing

Student connectedness to school dropped in 2018 undermining an improving trend at the end of 2017 which placed the school above like schools and above the median score for all schools. The management of perceived bullying also fell from 2017 to 2018 despite there being no significant changes in the school's protocols or processes in this area.

Financial performance and position

The overall financial position of the school is a deficit. The school has expended funding on staffing to support small class sizes and additional staffing in areas including staff leadership coaching, student wellbeing and literacy improvement. Additional funds through the School Improvement Partnership program were expended on staff professional development and reading resources. Equity funding was primarily expended on salary costs associated with the Hands on Learning program and the Reading Enrichment program. The overall deficit position is due to significantly lower than anticipated student numbers in some key year levels which were planned for but did not eventuate. Staffing levels in 2019 have been reduced to ensure the school is more able to fund its program without external assistance (Work Force Bridging).

For more detailed information regarding our school please visit our website at
http://www.somervillesc.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.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 270 students were enrolled at this school in 2018, 135 female and 135 male.

3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
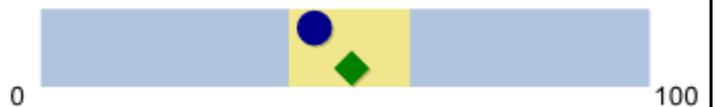
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
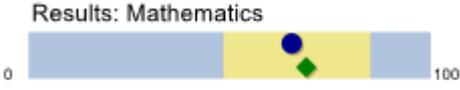

School Staff Survey

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————— 100 Results: Mathematics 0 ——————— 100	Similar Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Lower Lower Lower

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 31% Low — 41% Medium — 28% High **Numeracy** 18% Low — 47% Medium — 35% High **Writing** 30% Low — 40% Medium — 30% High **Spelling** 40% Low — 50% Medium — 10% High **Grammar and Punctuation** 30% Low — 47% Medium — 23% High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 55% Low — 36% Medium — 9% High **Numeracy** 57% Low — 33% Medium — 10% High **Writing** 50% Low — 34% Medium — 16% High **Spelling** 48% Low — 35% Medium — 16% High **Grammar and Punctuation** 42% Low — 52% Medium — 6% High	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2018 0 — 50 Results: 2015 - 2018 (4-year average) 0 — 50	● Similar ○ Lower

Students in 2018 who satisfactorily completed their VCE: 100%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 37%
VET units of competence satisfactorily completed in 2018: 78%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 82%

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ———————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ———————— 50 Few absences <------> Many absences <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>84 %</td><td>87 %</td><td>80 %</td><td>85 %</td><td>84 %</td><td>93 %</td></tr></table>	◯ Lower 🟢 Similar
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 ———————— 100 Results: 2015 - 2018 (4-year average) 0 ———————— 100	🟢 Similar ◯ Lower
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 ———————— 100 Results: 2015 - 2018 (4-year average) 0 ———————— 100	◯ Lower ◯ Lower

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,268,335	High Yield Investment Account	$183,717
Government Provided DET Grants	$412,993	Official Account	$34,643
Government Grants Commonwealth	$9,116	Other Accounts	$343,693
Government Grants State	$8,077	**Total Funds Available**	**$562,053**
Revenue Other	$45,327		
Locally Raised Funds	$379,208		
Total Operating Revenue	**$4,123,056**		

Equity[1]			
Equity (Social Disadvantage)	$247,666		
Equity (Catch Up)	$31,874		
Equity Total	**$279,539**		

Expenditure		Financial Commitments	
Student Resource Package[2]	$3,600,331	Operating Reserve	$132,017
Books & Publications	$6,349	Funds Received in Advance	$135,010
Communication Costs	$12,832	School Based Programs	$24,945
Consumables	$59,062	Repayable to the Department	$334,004
Miscellaneous Expense[3]	$382,230	Asset/Equipment Replacement < 12 months	$5,686
Professional Development	$16,153	**Total Financial Commitments**	**$631,662**
Property and Equipment Services	$221,132		
Salaries & Allowances[4]	$43,082		
Trading & Fundraising	$27,439		
Travel & Subsistence	$9,380		
Utilities	$54,034		
Total Operating Expenditure	**$4,432,024**		
Net Operating Surplus/-Deficit	**($308,968)**		
Asset Acquisitions	**$0**		

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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

What does *School Comparison* refer to?

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

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

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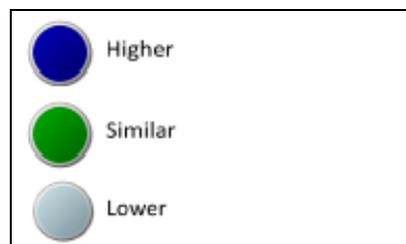
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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