2018 Annual Report to The School Community

School Name: Tallangatta Secondary College (8370)

ꭥ All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

ꭥ 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.

ꭥ 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 19 March 2019 at 09:40 PM by Richelle Moyle (Principal)

ꭥ All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.

ꭥ 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.

ꭥ 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 28 March 2019 at 05:29 PM by Andrew Bussau (School Council President)

About Our School

School context

Tallangatta Secondary College has maintained its motto "Small enough to care; big enough to deliver". We continue to provide a broad range of curriculum and extra-curricular programs, whilst maintaining a student-centred approach to meeting individual student needs. We offer a comprehensive Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) program, as well as extensive Middle Years program within the domains of the Victorian Curriculum through a Vertical Modular Grouping (VMG) curriculum organisation within a 5 block curriculum structure. In addition to the 7 - 12 curriculum unit offerings, the school offers a broad range of co-curricular programs including: Peer Support, Advance (CFA Youth Crew), Tallangatta Herald newspaper, Project Based Learning (PBL), Instrumental Music, outdoor education, camps and sport events.

Our purpose is for all students to demonstrate personal and educational growth in a challenging, stimulating and innovative learning environment. Our values include Respect, Empathy, Attitude and Learning (REAL). Our school has equivalent 44 full time staff: 2 Principal class, 29 Teachers and 13 Education Support Staff. In 2018, our student enrolment was 411 students in Years 7 – 12, which is a slight increase from the previous year.

2018 is the final year of the 2015 - 2018 Strategic Plan, hence the College underwent a School Review to reflect on the achievement of the 2015 - 2018 Strategic Plan and help guide the development of the new 2019 - 2022 Strategic Plan.

Framework for Improving Student Outcomes (FISO)

The identified areas of focus within the framework for 2018 were Excellence in teaching and learning with the initiative to build practice excellence and Positive climate for learning with the initiative to set expectations and promote inclusion.

Excellence in teaching and learning with the initiative to build practice excellence
A key action of this initiative was to develop and agreed approach to the effective teaching of literacy across all learning areas and to enhance the pedagogical practice of writing for all teachers. Regular whole school Writing PLC's took place with the goal to develop a common language and understanding of writing skills through a whole school writing continuum and moderation of student writing. Writing was a focus of Triads as well as a goal within teacher's Performance and Development Plans. An intervention program (withdrawal in small groups) took place for Year 7 and 8 students at risk with their reading and writing.

Positive climate for learning with the initiative to set expectations and promote inclusion.
During 2018, 7 – 12 REAL home groups with mentors was introduced to support the development of a Positive Climate for Learning. Planned timetabled lessons varied from Gratitude / Mindfulness, Academic Check in, GPA reflections, Respectful Relationship, Resilience, Team building, Active bystander, Empathy and restorative scenarios, Circle time and Cyber safety. A collaboratively planned Children's Festival was one of the many positive outcomes of the new REAL homegroup structure. We continued to implement the School Wide Positive Behaviour Support (SWPBS), Restorative Practices, Respectful Relationships and Safe Schools, along with the understanding and modelling of our REAL (Respect, Empathy, Attitude and Learning) values.
Another highlight to the year was the student led Diversity week, in which as Diversi-tree proudly symbolises acceptance and inclusiveness of all members of our school community.

Achievement

During 2018 we aimed to improve student outcomes through:
• Introducing whole school writing PLCs and writing continuum.
• Continued Triad observations with a focus on our Effective Teaching Techniques (ETT).
• Equity funding received supported the release of a teacher (8 periods) to implement an intervention program for year 7 and 8 students at risk with reading and writing as well as the employment of a fulltime Education Trainee to provide support to identified students in the classroom.

2018 Years 7 – 10 teacher judgements in English was higher and in Mathematics similar when compared to like schools in Victoria.
Our National Assessment data (NAPLAN) in Year 9 Numeracy (percentage of students in the top three bands) was higher than the state median and similar when compared to like schools in Victoria. Improving our NAPLAN relative Growth Yr 7 – Yr 9 remained a target of our Annual Implementation Plan (AIP). Our targets were met in Numeracy, however our Writing, Spelling, Grammar & Punctuation data is low. In 2018, our VCE median all study score slightly increased from 26.79 to 26.9 and is similar when compared to like schools in Victoria.

A focus of 2019 will be the implementation of Learning Area PLC's, In addition, five members of staff will attend the Victorian Professional Learning Community training during Semester one of 2019. It is through the Professional Learning Community initiative that we will build the capacity and skills of school leaders and teachers to improve the learning outcomes of every student, every day.

Engagement

In 2018, we aimed to continue to engage our students through:
• Introduction of 7 - 12 REAL homegroups
• Introduction of REAL mentors
• Active Student Leadership Team
• REAL Values
• School Wide Positive Program processes and structures

Our student engagement data has declined slightly, however all areas remain similar to like schools in Victoria. Average number of absence days was 22.7.
Our student retention (Percentage of Year 7 students who remain at the College through to Year 10 was at 72.1% and our exit destination data (Percentage of students from Year 10 to 12 going on to further studies or full time employment) was at 88.9%.

During 2019, we will aim to maximise student learning outcomes within a culture of high expectations and genuine student agency through embedding the College School Wide Positive Behaviours Program. We will engage in the Victorian SWPBS training in term 1 to help build consistency and commitment.

Wellbeing

We continued to build a whole school approach to wellbeing based on collective responsibility. During 2018, we employed a fulltime Social worker who worked closely with students to support mental health. Further developed partnerships with School Focused Youth Service, Towong Shire and Wodonga Police led to several Wellbeing programs implemented at the College such as: A Girls World, Project Rockit and ThinkUKnow

Our students do feel connected with the school as indicated by the data showing we are similar' when compared to like schools in Victoria. Our student's also feel that we manage bullying, which is also 'similar' when compared to like schools in Victoria.

In 2019, consolidating Restorative Practices, Respectful Relationships and Safe school initiatives, as well as the REAL homegroup structure will be the focus.

Financial performance and position

In 2018 the Income and Expenditure were both a little more than 2017. We had a much better cash at bank figures at the end of 2018 due to funds set aside for the Staff room and Ladies toilet renovations scheduled for January 2019. We also have set aside funds for new furniture for the Senior Study Centre. Some of these funds came from Tallangatta Secondary College's 2017 Student Resource Package (SRP) surplus, which we requested from the Department. This has proven to be a highly beneficial investment of the school's resources. Equity funds were allocated to releasing a teacher from the classroom to facilitate the Literacy Intervention Program as well as employment of an Education Trainee to provide classroom support for identified students.

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 411 students were enrolled at this school in 2018, 209 female and 202 male.

ND were EAL (English as an Additional Language) students and 5 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.

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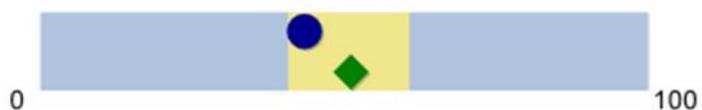
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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

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.*	6 Results: English 0 100 Results: Mathematics 0 100	Higher Similar

Performance Summary

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)	🟢 Similar 🟢 Similar 🟢 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 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** 27% Low / 56% Medium / 17% High **Numeracy** 10% Low / 57% Medium / 33% High **Writing** 32% Low / 42% Medium / 25% High **Spelling** 25% Low / 53% Medium / 22% High **Grammar and Punctuation** 32% Low / 47% Medium / 20% 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** 27% Low / 58% Medium / 16% High **Numeracy** 26% Low / 48% Medium / 26% High **Writing** 38% Low / 53% Medium / 9% High **Spelling** 34% Low / 56% Medium / 9% High **Grammar and Punctuation** 23% Low / 67% Medium / 9% 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 ● Similar

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: 19%
VET units of competence satisfactorily completed in 2018: 99%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 80%
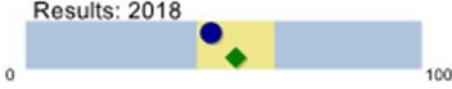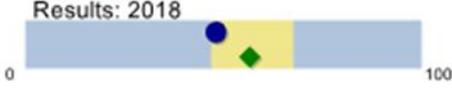
Performance Summary

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	Similar Similar

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
90 %	88 %	89 %	88 %	90 %	89 %

Engagement	Student Outcomes	School Comparison
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 Similar
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	Similar Similar

Performance Summary

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)	Similar 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	
Revenue	**Actual**
Student Resource Package	$4,390,515
Government Provided DET Grants	$849,452
Government Grants State	$9,725
Revenue Other	$31,807
Locally Raised Funds	$713,124
Total Operating Revenue	**$5,994,624**

Equity[1]	
Equity (Social Disadvantage)	$60,770
Equity (Catch Up)	$34,850
Equity Total	**$95,620**

Expenditure	
Student Resource Package[2]	$4,172,768
Books & Publications	$4,022
Communication Costs	$24,015
Consumables	$86,770
Miscellaneous Expense[3]	$368,615
Professional Development	$20,362
Property and Equipment Services	$429,878
Salaries & Allowances	$213,387
Trading & Fundraising	$119,090
Travel & Subsistence	$140,219
Utilities	$84,436
Total Operating Expenditure	**$5,663,562**
Net Operating Surplus/-Deficit	**$331,062**
Asset Acquisitions	**$8,639**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$45,973
Official Account	$35,075
Other Accounts	$246,553
Total Funds Available	**$327,601**

Financial Commitments	
Operating Reserve	$235,705
Other Recurrent Expenditure	$56,314
Funds Received in Advance	$35,582
Total Financial Commitments	**$327,601**

(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).
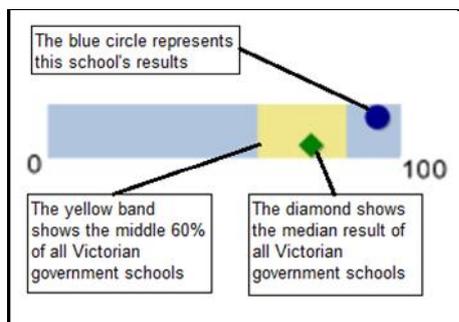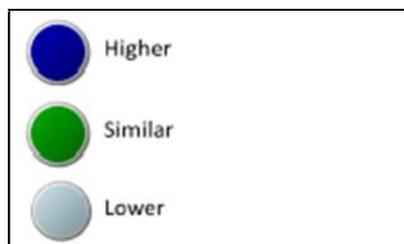

What does *School Comparison* refer to?

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').