

2019 Annual Report to The School Community



School Name: Tallangatta Secondary College (8370)



- 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 2019 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 22 April 2020 at 12:32 PM by Richelle Moyle (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 July 2020 at 03:58 PM by Peter Wood (School Council President)

About Our School

School context

Tallangatta Secondary College is a small, country, coeducational secondary college located 40 kilometres north east of Wodonga. Our college has equivalent 41 full time staff: 2 Principal class, 28 Teachers and 11 Education Support Staff. In 2019, our student enrolment was 390 students in Years 7 – 12, which is a decrease from the previous year. The school draws its enrolment from local schools within the Kiewa Valley and the broader Wodonga district. Our current Student Family Occupation (SFO) is 0.42, with no students from a Language Background Other Than English (LBOTE), 15 Aboriginal enrolments and 7 Program for Students with Disability (PSD) enrolments.

Our Vision:

Tallangatta Secondary College is committed to empowering all to become resilient and confident lifelong learners with a strong sense of self and community.

Our Mission:

- To progress student learning for every student, every day by inspiring confidence, resilience and courage of thought to succeed in careers and challenges beyond the years at Tallangatta Secondary College.
- To empower students through student agency with their learning journey through an active partnership between students, staff and community that fosters a caring environment for learning, leadership and stewardship.
- To build a culture of continuous improvement where high expectations, collective efficacy and accountability to achieve student growth is our agreed moral purpose.

Our Values:

- RESPECT** We care for our community, each other and the environment
We interact with others in a positive manner
- EMPATHY** We understand, acknowledge and accept difference
We treat each other with fairness & dignity, whilst valuing diversity
- ATTITUDE** We show determination, perseverance and resilience continually to improve.
We adopt a growth mindset and embrace challenge.
- LEARNING** We engage independently and collaboratively to learn.
Together we create a safe and supportive learning environment.

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 operate a vertically integrated Unit system (VMG) of curriculum organisation, which offers semester and term length units of study across all Learning areas (Science, Languages (English / LOTE), Humanities, Maths, English, Design & Creativity, PE / Health & Outdoor Education). Curriculum is backward mapped to ensure it is guaranteed and viable. The College also offers a comprehensive Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) curriculum program. A Career and Pathways coordinator ensures no student leaves school without a pathway to further education, training or employment.

In addition to the curriculum unit offerings, the school offers a broad range of co-curricular programs including; Student Leadership Team, Advance Youth Crew, Tallangatta Herald Newspaper, Instrumental Music and extensive Sport program. Students have opportunities to attend Biennial Central Australia tour and Overland Trek and reciprocated visits with our sister school, SMK Datuk Peter Mojuntin in Malaysia.

The college has a one to one provision of leased school nominated devices and two nominated Bring Your Own Devices (BYOD) as a learning tool and utilises Compass as the web-based school management platform. Eight cycles of Growth Point Average (GPA) reporting supported by termly Student Led Conferences (SLC) ensures learning progress is monitored, shared and celebrated.

A School Wide Positive Behaviour Support framework (SWPBS) ensures a positive learning environment, along with our College values, 7 – 12 REAL homegroups and REAL mentors. The college has a school nurse (2 days per week) and employs a full time Social worker.

Framework for Improving Student Outcomes (FISO)

The identified areas of focus within the framework for 2019 were:

Priority - Professional leadership

Dimension - Vision, Values and Culture

Key Improvement Strategy - Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values.

During 2019, through consultation with students, staff, parents, school council and school community a new school vision and mission was developed. This was complemented with the development of a REAL statement, as well as a new school logo and uniform.

Priority - Professional leadership

Dimension - Building leadership teams

Key Improvement Strategy - To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP.

During 2019:

- A team of six staff (Principal, Leading teacher, Learning Specialist and three LAILS) attended five days of Professional Learning Community (PLC) training.
- Six Learning Area Instructional Leaders were provided with time release to introduce PLCs with the aim to bring together teams of teachers with the focus on success for every student.
- A new Data / Compass Leading teacher was appointed to support teachers to become data literate and support differentiation.
- Writing to Learn strategies such as Quick Writes were introduced, alongside Learning to Write strategies in English.
- Explicitly teaching of Learning Area specific academic vocabulary.
- Three layers of documented curriculum was confirmed and developed within each Learning Area (Scope and Sequence, Backward Map, ETT lesson plans).
- Teachers further embedded ETT in their own practice through observations and feedback.
- The staff room was upgraded to include collaborative spaces.
- The platform PIVOT was purchased and implemented to enable student agency through the ability for students to provide insightful feedback to their teachers.

The college received funding for Middle Years Literacy and Numeracy Support (MYLNS). The funding was used to release teachers to offer literacy and numeracy support to identified students. Also during 2019, the college developed and offered three new integrated electives called Future Makers (in partnership with the Bogong Outdoor School and Duke of Edinburgh); Agriculture and Rural studies in partnership with NELLEN and Wodonga TAFE and STEAM Connections.

Priority - Positive climate for learning

Dimension - To set expectations and promote inclusion

Key Improvement Strategy - To embed the Tallangatta Secondary College School Wide Positive Behaviours Program.

During 2019:

- Reviewed our SWPB Matrix with a focus on teachable moments and expected behaviours
- Confirmed Minor and Major behaviours
- Engaged regularly with a Regional SWPB coach
- Closely reviewed SWPB data, identifying top five areas of concern and developing and implementing proactive interventions.
- Reviewing allocation and recognition of positive chronicles.

- Formalising Tier 1 staged response processes
- Development of a REAL pledge

Achievement

Teacher judgements

2019 Years 7 – 10 teacher judgements in both English and Mathematics is higher when compared to like schools in Victoria. Teacher judgements in English were slightly lower when compared with the state mean and in Numeracy, higher than the state mean.

NAPLAN

Year 9 Numeracy NAPLAN data (percentage of students in the top three bands) is lower than the state median and when compared to like schools in Victoria.

Year 9 Reading NAPLAN data (percentage of students in the top three bands) is lower than the state median and similar when compared to like schools in Victoria.

Learning Gain Improving our NAPLAN relative Growth Yr 7 – Yr 9 remains a target of our Annual Implementation Plan (AIP). Our targets were met in Numeracy with 18.2% of students achieving low gain, 50% of students gaining medium growth and 31.8% of students gaining high growth. however our Writing, Spelling, Grammar & Punctuation targets were not met.

In 2019, our VCE median all study score remained the same as last year at 26.9, similar when compared to like schools in Victoria and lower than the state median.

During 2020, we aim to embed the inquiry cycle (Evaluate and diagnose, Prioritise and set goals, Develop and plan, Implement and monitor) as the 'the way we work'. We will also have a focus to improve our VCE outcomes through the participation in a VCE Collaboration partnership with Myrtleford P-12, Beechworth SC and Mt Beauty SC. We will also develop the MYLNS program through two intervention classes and capability teachers leading Literacy and Numeracy.

Engagement

Our student engagement (attendance) data has declined slightly, however all areas remain similar to like schools in Victoria. Average number of absence days has increased from 22.7 to 24.3.

Our student retention (percentage of Year 7 students who remain at the College through to Year 10 is lower than last year (72.1%) to 70.7% in 2019. Our exit destination data (percentage of students from Year 10 to 12 going on to further studies or full time employment) is also lower than last year (88.9%) to 87.1% in 2019.

During 2020, to improve student engagement, we will develop promote our values and processes through signage and in REAL homegroups to ensure consistency. We will also refine interventions in Tier 2 and 3. Also during 2020, House mentors will be allocated a term to collaboratively develop REAL homegroup lessons.

Wellbeing

We continued to build a positive climate through setting expectations and promote inclusion. During 2019, we further developed partnerships with School Focused Youth Service, Towong Shire and Wodonga Police to lead several Wellbeing programs such as:

- The Green Bean Project
- Project Rockit
- Love Bites
- Weekly Breakfast program
- NAIDOC week celebrations
- Adulting 101 Life skills program
- Think U Know

- Fit to Drive
- Looking after our Mates

Our students do have a sense of connectedness with the school. Our data is higher than state mean and above when compared to like schools in Victoria. Our student's also feel that we manage bullying, which is also higher than state mean and similar when compared to like schools in Victoria.

In 2020, we will consolidate Restorative Practices, Respectful Relationships and Safe school initiatives, as well as the REAL homegroup program.

Financial performance and position

The 2019 financial year operations resulted in a Surplus. This was caused by a surplus in the Student Resource Package, which pays staff salaries. When the planning for the staff required for 2019, allocations were made for new staff at the top level, but several of these vacancies were filled with graduate level staff. This surplus is available for use for staffing in 2020.

The sale of the Hospitality On Wheels (HOW) van produced significant income, which was set aside for upgrade the indoor sports floor.

Equity funding continued in 2019. Funding was also received for Career Education, Respectful Relationships. Middle Years Literacy and Numeracy Support (MYLNS) funding was also received to assist in time release and professional development of teachers with the goal to improve the literacy and numeracy of identified Middle Years students.

Maintenance Blitz funds were received during term 4 for Grounds maintenance and Essential Services (Inspections and OH&S checks). These funds had to be spent on new expenditure. These were directed to tree removal, air-conditioner servicing and ladder anchor point inspection.

For more detailed information regarding our school please visit our website at
<https://www.tallangatta-sc.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 390 students were enrolled at this school in 2019, 187 female and 203 male.

ND were EAL (English as an Additional Language) students and 3 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).

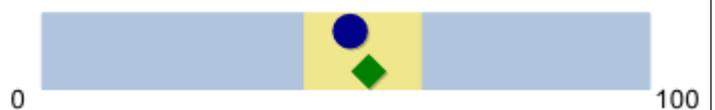
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



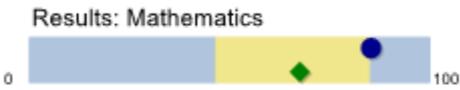
School Staff Survey

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	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Above </p>

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: **Key:** Similar School Comparison: Above Similar Below

Achievement	Student Outcomes	Similar 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>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>Similar </p> <p>Below </p>

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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 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'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Similar ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **36%**
 VET units of competence satisfactorily completed in 2019: **85%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **78%**

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:

Key: Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>83 %</td> <td>89 %</td> <td>87 %</td> <td>85 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	83 %	89 %	87 %	85 %	92 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	83 %	89 %	87 %	85 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison: ● Above ● Similar ● Below	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆			
Wellbeing	Student Outcomes	Similar School Comparison	
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,631,279	High Yield Investment Account	\$279,518
Government Provided DET Grants	\$737,270	Official Account	\$10,022
Government Grants Commonwealth	\$5,000	Other Accounts	\$8,187
Government Grants State	\$9,725	Total Funds Available	\$297,727
Revenue Other	\$33,401		
Locally Raised Funds	\$661,272		
Total Operating Revenue	\$6,077,947		
Equity¹			
Equity (Social Disadvantage)	\$72,762		
Equity (Catch Up)	\$31,070		
Equity Total	\$103,832		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,329,029	Operating Reserve	\$254,060
Books & Publications	\$10,961	Other Recurrent Expenditure	\$58,120
Communication Costs	\$23,328	Funds Received in Advance	\$39,788
Consumables	\$86,563	School Based Programs	\$30,659
Miscellaneous Expense ³	\$340,974	Maintenance - Buildings/Grounds < 12 months	\$258,918
Professional Development	\$21,496	Total Financial Commitments	\$641,545
Property and Equipment Services	\$430,638		
Salaries & Allowances ⁴	\$243,129		
Trading & Fundraising	\$222,456		
Travel & Subsistence	\$149,828		
Utilities	\$81,908		
Adjustments	\$425		
Total Operating Expenditure	\$5,940,737		
Net Operating Surplus/-Deficit	\$137,210		
Asset Acquisitions	(\$83,725)		

- (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 26 February 2020 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)

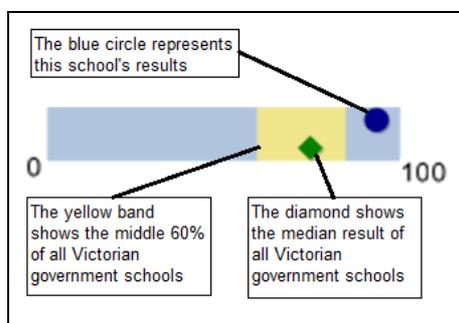
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').