

2017 Annual Report to the School Community



School Name: Chaffey Secondary College

School Number: 7250

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Chaffey Secondary College, a Year 7-10 College, is located in Central Mildura. Students transition to Mildura Senior College, SuniTAFE or employment. There are approximately 470 students from diverse cultural backgrounds. 16% of students are EAL and 25% are Aboriginal and Torres Strait Islanders. The SFO is 0.7308 and the SFOE is .6618. The student population fluctuates, with 68% of our students who begin in Year 7 still in the College at Year 10. There are three Principal Class Officers, 34.14 full-time equivalent staff and 20.48 ES staff. The College has an emphasis on respect and inclusion, and the importance of developing strong relationships between all members of the college community. Students in Year 7 and 8 follow a broad curriculum. Year 9 and 10 have more elective choices in addition to core subjects, to better prepare them for their future pathways in higher education or employment. The college teaches the Victorian Curriculum at Years 7 to 10. Foundation Victorian Certificate of Applied Learning (V.C.A.L.) and Victorian Education and Training in Schools (VETiS) are offered at Year 10. Music Industry Certificate II and Retail Certificate II may be studied at Chaffey S.C., with further selections available at SuniTAFE and local providers. Students may also elect to commence a Victorian Certificate of Education (V.C.E.) subject. The College offers a Program for Academic Challenge and Extension (P.A.C.E.) at Years 7 and 8. The college specialises in the Arts and is an accredited Musical Futures Champion School. The Diversity class provides a flexible learning option. Aboriginal and Torres Strait Islander students are supported through a Koorie Girls' Academy and Clontarf Academy.

Framework for Improving Student Outcomes (FISO)

Whole-school priorities centred on *Excellence in teaching and learning* – Building practice excellence; *Positive climate for learning* – Empowering students and building school pride, and *Setting expectations and promoting inclusion*. Overall objectives focused on implementing a framework for the use of feedback and improving the tracking of student learning using Compass. Continuous reporting using Compass was introduced in 2017 and further refined to develop a visual report and whole-school rubric for mapping student progress three times per semester and promoting learning conversations between student, teachers and their families. In the pre-review self-evaluation all staff had greater opportunity to critically examine and reflect upon whole-school data, including areas of improvement and direction for future strategic planning. A measure to increase staff leadership capacity across the school, was a commitment to participate in the Bastow Coaching for Leadership Teams program, and the subsequent establishment of a School Improvement Team, with both teams being involved in professional learning as part of a 12-18 month project. The implementation of the Berry Street Model and ASOT were continued, with supports across the school continuing to target specific groups, such as Clontarf, KGA, PSD, EAL and SET and continue to support the development of positive relationships across the school.

Achievement

100% of students exited to further studies or full-time employment, compared to the state median of 92.5%, with a 4-year average of 99.1% also higher than school comparison. Students continued to have the opportunity to enrol in VET courses off-site, VCAL and MIPs as part of the curriculum and access to VCE subjects both at the school and at Mildura Senior College. NAPLAN results, showed higher levels of medium growth in Reading, Numeracy, Spelling and Grammar and Punctuation in comparison with the levels of low growth. The rate of high growth in Year 7 to 9 Reading (27.8%) is greater than the percentage of students achieving low growth. Teacher judgments at or above age expected standards showed 41.8% in English and 36.3% in Mathematics.

Engagement

The focus for 2017 was the Chaffey PROGRAM. P - stay in your power, R for respectful language, O for open minded, G for gratefulness, R for rules (hidden and known), A for apply myself, M for mutual respect. Berry Street Education Model ideas was implemented, with particular focus on the Diversity class. All staff completed training in Frameworks for Understanding Poverty in an effort to increase awareness and build capacity to work alongside our students, many of whom come from challenging/disadvantaged backgrounds. Attendance was a continued focus with home group teachers being given an extra session to allow for follow up on absenteeism. Absenteeism is still a major challenge for the college. The average number of absence days was higher than the state average, with the attendance rate highest at Year 7 (82%) and a decline thereafter, with 77% average attendance rate in Year 10. Transient students remain an issue, with the number of students starting and finishing at Chaffey lower than our peers - 68% of Year 7 students are still at the college at Year 10. Parent, staff and student surveys continued to show a decline in satisfaction. This year we had the largest responses from Parent surveys for a number of years. We have created teams for Koorie Education, Diversity and EAL to cater for the variety of groups at Chaffey S.C. Our exit data continues to be excellent with an almost 100% score for exit destinations, this is a continuing trend.

Wellbeing



A dedicated Wellbeing team provide individual support to students who are referred by staff or self-refer. The college has a social worker, a youth worker and a college nurse on a part time basis. The school also employed an additional social worker utilising Chaplaincy funds. The school developed an M.O.U. with Tristar Medical Group, to provide a general practitioner, mental health nurse practitioner, mental health nurse and psychologist on a weekly basis, each of whom are available to meet the needs of our students. Tristar's consultations are provided on-site as a bulk-billed service to students, subsequently expanding the provision of support by our school-based wellbeing team and has further redressed issues related to barriers in accessing medical and mental health care.

The wellbeing team has strong external connections with mental health and community service providers across Sunraysia, for example Headspace; Centacare; MDAS Youth Service and Medical services; and CYMHS. The wellbeing team attend S.E.T. (Student Engagement Team) meetings, provide feedback and advice; and lead the implementation of wellbeing initiatives. The wellbeing team is proactive, running whole-school events each term, for example World Compliment Day, R U OK Day, and mental health awareness days. The school's *Student Attitudes to School Survey* data, ranked similarly in school comparison, with 41.19% and 45.07% positive responses to *Management of Bullying* and *Sense of Connectedness* respectively.

For more detailed information regarding our school please visit our website at <http://www.chaffeysec.com>



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	
<p>Enrolment Profile</p> <p>A total of 470 students were enrolled at this school in 2017, 227 female and 243 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 25 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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: ◆

Achievement	Student Outcomes	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>○ Lower</p> <p>○ Lower</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:

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>	<ul style="list-style-type: none"> Similar Similar Similar 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
<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>Reading Low: 51% Medium: 33% High: 16%</p> <p>Numeracy Low: 34% Medium: 48% High: 18%</p> <p>Writing Low: 44% Medium: 42% High: 15%</p> <p>Spelling Low: 39% Medium: 53% High: 8%</p> <p>Grammar and Punctuation Low: 45% Medium: 47% High: 8%</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 25% Medium: 47% High: 28%</p> <p>Numeracy Low: 42% Medium: 44% High: 14%</p> <p>Writing Low: 46% Medium: 36% High: 18%</p> <p>Spelling Low: 32% Medium: 51% High: 17%</p> <p>Grammar and Punctuation Low: 29% Medium: 47% High: 23%</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 54% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 76%</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:

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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="565 954 1024 1048"> <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>82 %</td> <td>80 %</td> <td>79 %</td> <td>77 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	82 %	80 %	79 %	77 %	NA	NA	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
82 %	80 %	79 %	77 %	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Lower</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Higher</p> <p> Higher</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: ◆

Wellbeing	Student Outcomes	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: 2017</p>	<p>● Similar</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: 2017</p>	<p>● Similar</p>

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)

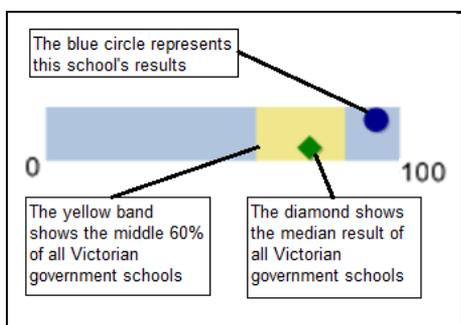
Engagement

- 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).

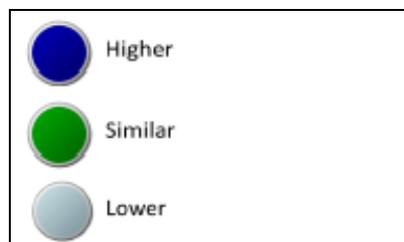


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,426,369	High Yield Investment Account	\$735,343
Government Provided DET Grants	\$1,389,039	Official Account	\$62,588
Government Grants Commonwealth	\$21,000	Total Funds Available	\$797,931
Government Grants State	\$9,725		
Revenue Other	\$66,213		
Locally Raised Funds	\$506,556		
Total Operating Revenue	\$7,418,902		
Equity¹			
Equity (Social Disadvantage)	\$1,302,454		
Equity (Catch Up)	\$70,487		
Equity Total	\$1,372,941		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,298,448	Operating Reserve	\$279,531
Books & Publications	\$20,044	Asset/Equipment Replacement < 12 months	\$7,224
Communication Costs	\$34,076	Maintenance - Buildings/Grounds incl SMS<12 months	\$46,537
Consumables	\$253,317	Revenue Received in Advance	\$50,437
Miscellaneous Expense ³	\$396,981	School Based Programs	\$344,611
Professional Development	\$36,298	Provision Accounts	\$1,986
Property and Equipment Services	\$696,705	Other recurrent expenditure	\$44,543
Salaries & Allowances ⁴	\$200,405	Asset/Equipment Replacement > 12 months	\$23,062
Trading & Fundraising	\$98,147	Total Financial Commitments	\$797,931
Travel & Subsistence	\$32,714		
Utilities	\$108,115		
Total Operating Expenditure	\$7,175,250		
Net Operating Surplus/-Deficit	\$243,652		
Asset Acquisitions	\$198,766		

The College received considerable Equity funding in 2017 which was predominately used for staffing, student consumables, ICT equipment and staff professional development.

The College also continued to receive a Chaplaincy grant which was used to employ a social worker.

A net operating surplus of \$243,652 was available at the end of 2017 which will be used for school programs. This surplus was partially due to some budgets not being fully expended during last year.

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.

