2018 Annual Report to The School Community

THE EDUCATION STATE

School Name: Chaffey Secondary College (7250)

- 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 18 April 2019 at 01:58 PM by Graeme Forrester (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 18 April 2019 at 02:24 PM by Barbara Clifford (School Council President)

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 440 students from diverse cultural backgrounds. 16% of students are EAL and 25% are Aboriginal and Torres Strait Islanders. The SFO and the SFOE are low. The student population fluctuates, with 63% of our students who begin in Year 7 are 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 recently developed a new vision of High expectations built on the three pillars of Excellence in Teaching and Learning, Building Authentic and Respectful relationships and Creating Effective Community Partnerships. Our purpose statement is "The purpose of Chaffey Secondary College is to grow all of our young people academically, socially and emotionally, to be proud of themselves, the school, and the community in a safe and inclusive environment" which the College underpins by our values of Respect, Inclusion, Pride and Responsibility. 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. 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 in 2019 and from 2020 will replace this with a SEAL program from 7 to 10 in partnership with the SEAL academy. 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 the new Stars Academy (for Koorie Girls) and Clontarf Academy (for Koorie Boys).

Framework for Improving Student Outcomes (FISO)

Whole-school priorities centred on Building practice excellence with actions - The development of a Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all and to establish professional learning teams with a focus on the implementation of an agreed instructional model, lesson observations in teams and regular feedback and reflection on teacher practice. Outcomes included the beginning of implementing the Visible Learning framework through Corwin which were supported by regular peer observations and feedback. In empowering students and building school pride the College set the introduction and implementation of Respectful Relationships framework and School Wide Positive Behaviours along with the development of a consistent model of managing classrooms and student behavior in every classroom and the yard with high expectations for all. Achievements included the implementation of the first stage of School Wide Positive Behaviours and the development of the Chaffey Classroom Expectations and fixed responses. This has resulted in calmer and more focused classrooms and College environment. A measure to increase staff leadership capacity across the College, was by participation in the Bastow Coaching for Leadership Teams program, and the subsequent establishment of a School Improvement Team. Both teams were involved in professional learning as part of a 12-18 month project. The College completed a SIT day and identified 3 action teams to improve organisational health.

Achievement

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 and Grammar and Punctuation in comparison with the levels of low growth. The number of students at Year 9 in the top 3 bands of reading was 22% and in numeracy was 22.3% which was similar to like schools. The number of students at Year 7 in the top 3 bands was 28.4% or reading and 20.5% for numeracy. Teacher judgments at or above age expected standards showed 42.6% in English and 23.5% in Mathematics. The College began the process in 2018 of implementing a visible learning framework as an instructional model. Detailed curriculum documentation with a focus on differentiated

curriculum has been a key priority with all key learning areas writing this on an ongoing basis over 2018 to 2020. A new numeracy intervention program was implemented in 2018 at Year 7 to target the bottom bands of students in mathematics and Quicksmart literacy will be implemented in 2019 to target reading. There is a clear improvement focus and direction in student achievement with significant professional learning aimed at improving learning growth.

Engagement

The focus for 2018 was the Chaffey Expectations and fixed responses. Posters were created and displayed in all rooms. Staff completed professional learning with student voice and agency invoked at assemblies and in classes. Compass referral systems were updated to reflect the expectations and fixed responses. The staged response was modified to create a greater focus on restoring relationships. This change was also reflected in the Compass student management system. Survey data shows an improvement from 56% to 66% in effective teaching.
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 88% (Accounted), Year 8 82%, Year 9 85%, and 88% at Year 10. Transient students remain an issue, with the number of students starting and finishing at Chaffey lower than our peers - 58.9% of Year 7 students are still at the college at Year 10. The College started on a SWPBS journey, being assigned a coach and creating an action team. The team developed a purpose statement, vision, values and a behaviour matrix. Parent, staff and student surveys show an improvement in satisfaction with the college. The Koorie Education, Diversity and EAL teams continue to cater for the large variety of groups at the College. The exit destinations data continues to be above the similar schools average with 99.3% of students exiting to further studies or full time employment which 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 full time social worker, a part time youth worker and a college nurse on a part time basis. The school also employed an additional social worker utilising Chaplaincy funds. The wellbeing team supports both staff and students on a daily basis and is an important part of the continued emphasis on restorative chats and maintaining positive relationships across the college community.
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 attended 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, showed improvement in school data from 64% positive endorsement in dealing with bullying in 2017 to 72% in 2018. School pride and confidence has improved from 74% to 87%. In 2018 the College held a Make bullying History incursion with all year levels, feeder schools, staff and community in partnership with Schools Focused Youth Service. Students across the College took part in the student attitudes to school survey with 51.4% of students positively endorsing a sense of connectedness to school which was an improvement on the last 4 years as well as being just below state average and managing bullying at 53.9% which was also an improvement on the last 3 years as well as being close to the state average.

Financial performance and position

Chaffey Secondary College continues to maintain a sound financial position. Once again the College received considerable Equity funding in 2018 which supported significant expenditure in the renewal of major ICT upgrades across the College along with investing in Property, Equipment, Maintenance, Student Consumables and Staff Professional Development.
Improvements to the College facilities undertaken in 2018 included the relocation and refurbishment of the College Library, creating additional general purpose classrooms and the installation of the 30 station outdoor exercise equipment.
A net operating surplus of $214,335 available at the end of 2018 will be allocated to school programs. This

surplus was partially due to some budgets not being fully expended during the year and additional facilities upgrade works continuing over the holiday period into the New Year.

For more detailed information regarding our school please visit our website at
http://www.chaffeysc.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 443 students were enrolled at this school in 2018, 218 female and 225 male.

20 percent were EAL (English as an Additional Language) students and 24 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
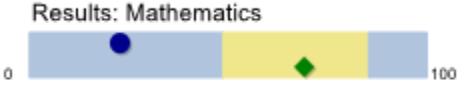
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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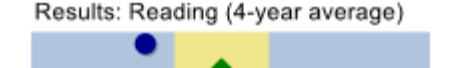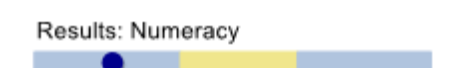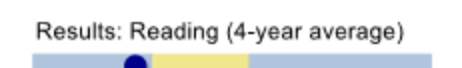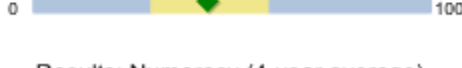
Performance Summary

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 Results: Mathematics 	◯ 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: ◆

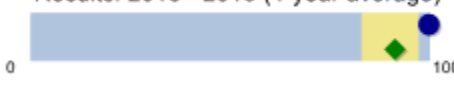| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	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** 39% Low 46% Medium 15% High **Numeracy** 41% Low 44% Medium 15% High **Writing** 33% Low 50% Medium 17% High **Spelling** 46% Low 39% Medium 15% High **Grammar and Punctuation** 33% Low 46% 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** 30% Low 51% Medium 19% High **Numeracy** 34% Low 52% Medium 13% High **Writing** 40% Low 44% Medium 16% High **Spelling** 41% Low 39% Medium 20% High **Grammar and Punctuation** 37% Low 45% Medium 17% 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	No Data Available No Data Available

Students in 2018 who satisfactorily completed their VCE: N/A
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2018: 56%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 24%

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

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
82 %	74 %	77 %	78 %	NA	NA

○ Lower

○ Lower

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

○ Lower

○ 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

● Higher

● Higher

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	$5,228,205
Government Provided DET Grants	$1,452,507
Government Grants State	$6,923
Revenue Other	$44,028
Locally Raised Funds	$386,070
Total Operating Revenue	**$7,117,733**

Equity[1]	
Equity (Social Disadvantage)	$1,140,458
Equity (Catch Up)	$55,675
Equity Total	**$1,196,133**

Expenditure	
Student Resource Package[2]	$5,232,480
Books & Publications	$5,388
Communication Costs	$28,665
Consumables	$195,021
Miscellaneous Expense[3]	$313,066
Professional Development	$58,148
Property and Equipment Services	$617,703
Salaries & Allowances[4]	$229,170
Trading & Fundraising	$74,658
Travel & Subsistence	$32,086
Utilities	$117,012

Total Operating Expenditure	**$6,903,398**
Net Operating Surplus/-Deficit	**$214,335**
Asset Acquisitions	**$180,141**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$784,722
Official Account	$25,292
Total Funds Available	**$810,014**

Financial Commitments	
Operating Reserve	$238,129
Other Recurrent Expenditure	$13,699
Provision Accounts	$1,986
Funds Received in Advance	$42,197
School Based Programs	$156,104
Funds for Committees/Shared Arrangements	$169,146
Asset/Equipment Replacement < 12 months	$68,753
Capital - Buildings/Grounds < 12 months	$120,000
Total Financial Commitments	**$810,014**

(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).
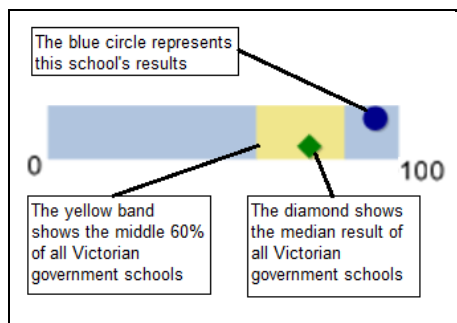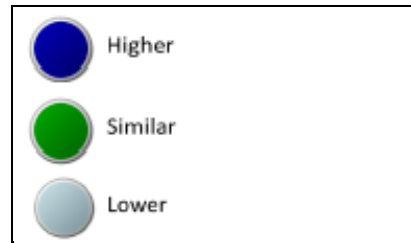

What does *School Comparison* refer to?

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').