2018 Annual Report to The School Community

School Name: Officer Secondary College (8907)

- 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 23 April 2019 at 04:35 PM by Michaela Cole (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 23 April 2019 at 08:03 PM by Kerri Sherry (School Council President)

About Our School

School context

Officer Secondary is positioned in the South-East growth corridor, 49 Kilometres from Melbourne. Wirth a student population of 758, there are 3 Assistant Principal class, 54.30 FTE teachers, and 19.48 FTE Education Support Staff. The college also employs 4 Leading teachers and 2 learning Specialist in the area of whole school Literacy, Instructional Leadership, student management and performing Arts. The school also has a school-wide focus on Numeracy, connecting globally, and building the capacity of our students to think critically and creatively. These, and the ability to effectively communicate, are all essential skills that underpin the curriculum. Our students use innovative technologies and engaging projects to connect to others. The college's pedagogical model is one of team teaching and features open plan learning spaces. Learning is personalised so that all students are challenged and can succeed. Students are selected for our High Achievers Program and are challenged to reach their potential. A strong culture around learning and academic excellence is vital in ensuring that learning is maximised. Students are encouraged to challenge themselves by completing Excellence Merit tasks in all curriculum areas, thus improving the breadth and depth of their knowledge, skills and understanding. Students are eligible to earn bronze, silver and gold Merit badges, acknowledging their achievements. Students and staff belong to Learning Communities. They engage in leadership opportunities and promote their Learning Community value. Excellence, Respect, Inclusion, Creativity, Critical Thinking and Global Citizenship.

Framework for Improving Student Outcomes (FISO)

The college's focus on PLCs as the vehicle to improve teacher practice and student learning growth had a positive impact. Learning walk observations, Triads Peer observations, coaching and consistent implementation of high impact teaching strategies have been used as an evidence base in the PLCs. Formative assessment is used as a 'right now, right place' approach to differentiation and intervention.
Our Staff Opinion survey showed that school climate was above state and network. 88% of staff said the college has a collective focus on student learning; collective responsibility was 85% positive respondents.
Our student Attitude to school Survey showed improvement in all indicators
Our cohort learning data 7-9 in numeracy showed high growth and increase was above expected level. 27.6% of the cohort showed high level growth
Our cohort learning data 7-9 in reading showed high growth and increase was above expected level. 26.8% of the cohort showed high level growth
The college had a whole school strategy to Attendance. This has been driven by the Learning Culture team. Attendance data has shown a decrease of chronic absences from 49% to 26% in 2018. There is a 3.22% increase in the school attendance rate form 2017 to 2018.
Parent opinion survey has shown growth in all areas, with the greatest amount of growth in managing and experiencing bullying. Stimulating learning indicator showed a 11%ile improvement.

Achievement

Our cohort learning data 7-9 in numeracy showed high growth and increase was above expected level. 27.6% of the cohort showed high level growth
Our cohort learning data 7-9 in reading showed high growth and increase was above expected level. 26.8% of the cohort showed high level growth
The college has implemented a strategic and tiered approach to Intervention at all year levels. With Literacy and Numeracy Learning Specialists, we have a team that oversees a whole school approach to knowing our students and where the requisite interventions are needed. The school's whole school approach to both Literacy and numeracy is evidenced by each PLT having a literacy goal and the implementation of numeracy strategies. Tier 2 interventions such as Getting ready in Numeracy and Reading interventions have identified students just below

the NMS and we intensively supported the learning of these students. The employment of Literacy and numeracy Assistants and close work with tutors through Melbourne University, Monash university and federation university enable all students to either be supported, accelerated and enriched. Deepening and embedding these practices and strategies in 2019 will continue to be the focus. Targeted in-house professional learning has built knowledge and practice of teachers to be highly effective. This is evidenced by the gap being closed between the school and state in reading, writing and numeracy.

Engagement

'Increase student engagement and agency in their learning and learning behaviours' is the college's strategic goal that has been progressed through improving the attendance of all students with a particular focus on reducing chronic absence; and increasing the visibility of student voice and agency in the college. This has been leveraged through a campaign that has drawn in all stakeholders. At the school level, students have a focus through the Learning to Learn program about the correlation between attendance and learning. Attendance is an indicator in the GPA reports and a goal of at least 95% attendance is the college-wide target. Parents are an integral part of this campaign with regular Compass posts, newsletter articles and follow up by the school if their child is absent. An Attendance team meets weekly to track students who may be a t risk of not meeting their potential due to absences. Attendance data has shown a decrease of chronic absences from 49% to 26% in 2018. There is a 3.22% increase in the school attendance rate form 2017 to 2018. Student focus groups are used each term to guide college improvement of teacher practice. Teachers use the student feedback to target an area for improvement that is tracked across the student feedback surveys. Student Learning Walks will be a focus area in 2019 .

Wellbeing

The college's wellbeing team track and monitor the academic, social and emotional wellbeing of all students through a multi-pronged approach. All sub-school leaders, teachers and wellbeing staff collaborate to ensure that all students deemed at risk are supported through appropriate tiered referrals to relevant agencies. Through attendance monitoring, parents and caregivers are included in the plans to ensure that their child is supported and successful. The college places a member of the wellbeing team to oversee the Check in Check out program, and a plan is put in place to support these students. The college has prioritised the mental health of its students through education-wellbeing days, articles in the college newsletter and guest speakers. It has held education programs on bullying and run resilience programs for identified students. We have been a support school in the Respectful Relationships initiative.

Financial performance and position

As the College moves to its full capacity there has been the necessity to employ extra staff to cover the various teaching and administrative aspects, which has created a deficit in the 2018 SRP. A third assistant Principal had been employed at the commencement of the 2018 school year to support three the areas of Curriculum, Learning Culture, and Learning and Teaching as the college has grown, and will continue to do so. Administrative changes included the hire of a new Business Manager and restructuring the administrative functions of the existing staff.

2018 saw the introduction of Professional Practice Days, which provided all teaching staff with one full day per term to conduct their professional practice as a team. The cost of CRT within the cash budget reflects as an extraordinary expenditure item.
As the College continues to grow towards full capacity, items such as utilities far exceed the amount of funding provided in the SRP, meaning that the College funds sourced from other areas are needed to contribute to the running costs of the school. Items such as furniture and equipment, and technology equipment are continually upgraded to support the growing population of the college. Issues with double payments for the cleaning contractors by the college have not been rectified by the Cleaning unit and the SRP, which is also reflected in the expenditure.

Officer Secondary College receives its funding predominantly through SRP cash grant, parent contributions, plus a small amount in bank interest and commission. The College has begun its campaign to apply for grants and other funding to assist in supporting the programs, buildings and grounds.

In 2018 DET saw the need to provide funding towards balustrading to be fitted to the upper levels of double storey schools. This saw a boost in funding, approximately $150,000.00. Whilst this funding was allocated in 2018, some invoices were not received in time and will be paid for in 2019

**For more detailed information regarding our school please visit our website at
www.officersc.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 738 students were enrolled at this school in 2018, 342 female and 396 male.

7 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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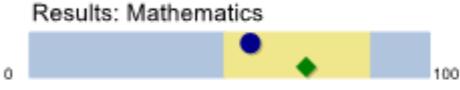
School Staff Survey

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

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

Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🔵 Higher 🔵 Higher 🔵 Higher 🟢 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** 28 % Low 58 % Medium 14 % High **Numeracy** 36 % Low 44 % Medium 20 % High **Writing** 25 % Low 48 % Medium 27 % High **Spelling** 33 % Low 48 % Medium 19 % High **Grammar and Punctuation** 34 % 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** 25 % Low 48 % Medium 27 % High **Numeracy** 21 % Low 51 % Medium 28 % High **Writing** 32 % Low 48 % Medium 20 % High **Spelling** 26 % Low 53 % Medium 21 % High **Grammar and Punctuation** 26 % Low 53 % Medium 21 % 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.	No Data Available No Data Available	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: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

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:

Student Outcomes

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
93 %	91 %	91 %	92 %	NA	NA

School Comparison

● Higher

● Similar

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2018

0 — 100

Results: 2015 - 2018 (4-year average)

0 — 100

● Similar

● 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'.

No Data Available

No Data Available

No Data Available

No Data Available

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	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	$6,929,371
Government Provided DET Grants	$863,439
Government Grants Commonwealth	$13,202
Revenue Other	$40,455
Locally Raised Funds	$553,243
Capital Grants	$150,000
Total Operating Revenue	**$8,549,709**

Equity[1]	
Equity (Social Disadvantage)	$231,869
Equity (Catch Up)	$50,149
Equity Total	**$282,018**

Expenditure	
Student Resource Package[2]	$6,963,377
Books & Publications	$8,886
Communication Costs	$21,361
Consumables	$236,499
Miscellaneous Expense[3]	$654,261
Professional Development	$52,849
Property and Equipment Services	$599,202
Salaries & Allowances[4]	$45,899
Trading & Fundraising	$9,129
Travel & Subsistence	$5,482
Utilities	$95,240
Total Operating Expenditure	**$8,692,187**
Net Operating Surplus/-Deficit	**($142,478)**
Asset Acquisitions	**$10,989**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$857,981
Official Account	$31,194
Total Funds Available	**$889,175**

Financial Commitments	
Operating Reserve	$222,635
Other Recurrent Expenditure	$2,688
Funds Received in Advance	$317,498
School Based Programs	$789
Repayable to the Department	$36,064
Asset/Equipment Replacement < 12 months	$72,000
Capital - Buildings/Grounds < 12 months	$237,500
Total Financial Commitments	**$889,175**

(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
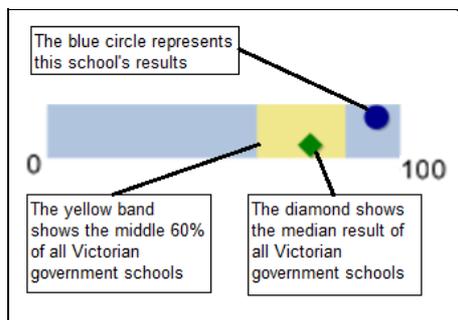   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Higher
Similar
Lower
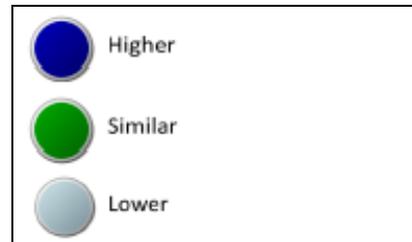
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').