2018 Annual Report to The School Community

School Name: Kyneton Secondary College (7970)

- 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 05:15 PM by Ana Rees (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 24 April 2019 at 09:11 AM by Lynda Grierson (School Council President)

About Our School

School context

Kyneton Secondary College offers an inclusive, co-educational learning environment based on the values of Respect, Diversity, Excellence and Sustainability. It is committed to excellence in teaching and learning, and to preparing students for their futures as confident, responsible adults with the skills and knowledge to enable success in a rapidly changing world. It is located in the township of Kyneton in the Macedon Ranges, 84kms north-west of Melbourne, and has a proud history of over 100 years which is reflected in its heritage building and garden. Most students travel to school by bus from the surrounding district and townships of the Macedon Ranges. In 2018 there were 446 students; the majority are of English and European background with only 1% of students who have English as an Additional Language. The overall socio-economic profile, based on the Student Family Occupation and Education Index which takes parents' occupation and education into account, places the school in the low-medium range. The school prides itself in being open to all learners and providing students with access to a wide range of learning and career pathways. The school offers a comprehensive Victorian Curriculum, VCE, VCAL and VET programme to students in years 7 to 12.
The school and its community are excited about the future potential of the school; during 2018 the School Council began to implement a process of consultation with parents and the community to shape the future direction for the school. With the construction of new facilities underway in 2018, the school improvement programme focused on the development of a high quality, engaging curriculum to be delivered in an innovative learning environment. The positive progress of the building works allowed for the partial move into the refurbished Boomerang Building and new library by Term 4, and the completion of the Training and innovation Hub by the end of the year. The school employs 53.6 EFT staff, comprising 37.8 teaching staff (including the Principal and two Assistant Principals) and 14.9 EFT Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2018, the selected FISO priority areas were Excellence in Teaching and Learning and Professional Leadership. In both areas, there was a deep commitment in the Annual Implementation Plan to establishing a foundation for ongoing and sustainable school improvement. A comprehensive professional learning plan enabled the development of professional collaborative teams as well as building distributed leadership. This involved capacity building to enable the delivery of current and future goals for improving student outcomes in the areas of achievement, engagement and wellbeing. School-wide engagement in five key areas of school improvement was promoted through the cross-curricular Professional Learning Teams. These were: Literacy, Numeracy, High Impact Teaching Strategies, STEAM (Science, Technology, Engineering and Mathematics) and School-wide Positive Behaviours. Each team was responsible for leading the school-wide professional learning for their area. Literacy and Numeracy goals were also supported through the appointment of a Learning Specialist for each area. A School Improvement Team was formed to undertake the Department of Education and Training (DET) Professional Learning Communities PD programme, with a view to school-wide implementation of the model in 2019. There was ongoing work to ensure a guaranteed and viable curriculum through the development of consistent, school-wide curriculum planning and documentation. By starting to use the DET's education Google Drive, the Curriculum Team also began to enhance access to, and shared responsibility for, curriculum documentation. A new ongoing reporting system was introduced to improve the quality, consistency and timing of feedback to parents/carers. In developing and implementing the new system, staff engaged in Learning Area teams to determine a consistent and shared understanding of curriculum assessment descriptors. An additional improvement in the reporting system was the inclusion of student goal-setting to promote student voice and agency in assessment and reporting processes.

Achievement

During 2018 staff developed their knowledge and understanding of assessment data to inform their teaching and

learning programmes. Using student data to determine the impact of these programmes on student achievement is a focus for ongoing professional learning. As a measure of student achievement NAPLAN Learning Gain is an important measure of achievement; it does not require a school comparison and can be used as an indicator of the impact of the teaching and learning programme on the student progress and achievement. In Year 7-9 Reading, 70% of students achieved medium to high growth. In the school wide comparison for Reading, the school rates similar to other government schools in its 4-year average. In 2018 the school introduced the Turning Pages reading programme. All year 7 students were assessed to identify their reading level and students who required the programme were given one-to-one reading tutors; some students in other year levels were also included. In the areas of Numeracy and Writing, the data shows there is a need to focus on what can be done to improve learning gain. The English staff undertook a professional learning programme focused on writing and implemented and inquiry cycle to measure the impact of the strategies. The Year 7 Mathematics team revised their curriculum and pedagogy to increase the engagement and achievement of students in the Mathematics. Future strategies will include the use of data as formative assessment, and to target student learning to their point of need.

In the senior learning programmes, 100% of students satisfactorily completed their VCE, 97% of all VET units attempted by students were satisfactorily completed, and 93% of VCAL credits were satisfactorily completed. The school's mean study score for VCE results in 2018 was comparatively similar to the state mean.

All students in the 'Program for Students with a Disability' showed progress at a satisfactory level or above in achieving their individual goals.

Engagement

The key strategies to improve student engagement in the 2018 Annual Implementation Plan were related to the School-wide Positive Behaviours and 'Ready to Learn' programmes. These articulated clear expectations for learning based on the school values, with input from staff and students. The Home Group programme has had a very positive effect in supporting Years 7 and 8 students through the transition to secondary school. In 2018 the Learning Advisor role was introduced for Years 9 and 10. Both the Home Group and Learning Advisor programmes aim to promote positive relationships and a sense of connectedness to school. The new reporting system also promotes engagement by encouraging the ownership by students of their learning goals through goal setting for each subject area. The school recognises that improving student engagement requires the identification and management of the range of barriers that can exist for students, such as reading. "Turning Pages", the new literacy support programme introduced in 2018, provided one-to-one reading tutors for students in Years 7-9; the feedback from their classroom teachers is that these students improved their confidence and participation in the classroom. The Central Ranges LLEN continued to fund and implement "Project Ready" to support the engagement of selected Year 10 students who were at risk of disengaging. Student retention data between Year 7 and 10 shows that the College was higher in comparison to other government schools. Yet, the average number of student absence days in 2018 remained high, reflecting the 4-year average which is higher than the average for government schools. During the year improvements to the administration of student attendance, and better communication with parents/carers, were introduced. Also an Attendance Strategy was developed which is intended for full implementation in 2019.

Wellbeing

The school is proud of its Wellbeing Team and its success in delivering programmes and services to promote student wellbeing. The team includes a Wellbeing Coordinator, School Nurse, Mental Health Social Worker, Psychologist and Chaplain. The Doctors in Schools Programme became firmly embedded in 2018; students' awareness and use of this service continues to grow. The school has also benefitted from partnerships with community organisations and Department of Education and Training regional services: Cobaw Community Health, Central Ranges LLEN, Macedon Ranges Shire Youth Services, and School Focussed Youth Services, are some of the key stakeholders in partnerships that provided a range of wellbeing programs in 2018. The Year 8 Live4Life programme, a Macedon Ranges Shire youth initiative, has been operating for a number of years and has helped students to develop overall awareness of mental health and strategies to support wellbeing. The future directions for wellbeing include the implementation of the Berry Street Model in the Home Group programme and programmes promoting resilience and growth mindset. There are many opportunities for

students to develop leadership and to engage with their peers in activities that reinforce the school's values and develop a positive mindset. These include the SRC, Interact Club, Z Club, and Pride Crew which all continued to flourish in 2018. The Student Leadership Team raised funds for two more flag poles; there are now four flags flying at the College, including the Rainbow flag, of which the school is very proud. The flag raising ceremony began with a Welcome to Country conducted by a Taungurung elder, and all the students, staff and special guests at the assembly were invited to participate. These types of events form an important part of the school's future directions and creating a safe, inclusive school environment that respects and values diversity.

Financial performance and position

Kyneton Secondary College finished the 2018 year in a deficit position.
New sources of funding throughout the year included DET funding for Inclusive Education which was used to provide resources and technology to improve access for learners with disabilities and special learning needs.
The school was also in receipt of one extraordinary revenue item - $132,745 for purchases related to capital works undertaken by the department.
State Government grants consisted of Advance Program funding while Commonwealth Government grants were made up of pre-service teacher supervision payments. The school continues to be a recipient of National Schools Chaplaincy Program funding, which along with a small portion of Equity funding, helps to provide the services of a wellbeing staff member three days per week.
Locally raised funds accounted for just over 5% of total operating revenue.

**For more detailed information regarding our school please visit our website at
www.kynsec.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 446 students were enrolled at this school in 2018, 215 female and 231 male.

1 percent were EAL (English as an Additional Language) students and ND 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.
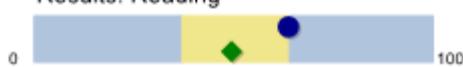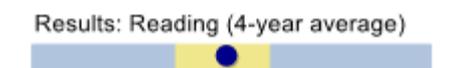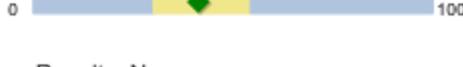
Performance Summary

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
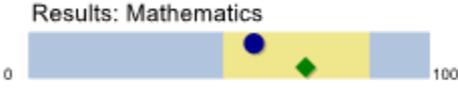
Performance Summary

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)	○ Lower ● Similar ○ Lower ○ Lower

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Performance Summary

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** 29% Low / 46% Medium / 26% High **Numeracy** 29% Low / 53% Medium / 19% High **Writing** 33% Low / 49% Medium / 18% High **Spelling** 31% Low / 47% Medium / 22% High **Grammar and Punctuation** 32% Low / 46% Medium / 22% 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** 29% Low / 53% Medium / 17% High **Numeracy** 40% Low / 46% Medium / 14% High **Writing** 35% Low / 53% Medium / 12% High **Spelling** 32% Low / 52% Medium / 16% High **Grammar and Punctuation** 30% Low / 46% Medium / 23% High	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2018 (0 — 50) Results: 2015 - 2018 (4-year average) (0 — 50)	● Similar ● Similar

Students in 2018 who satisfactorily completed their VCE: 100%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 50%
VET units of competence satisfactorily completed in 2018: 97%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 93%

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	Lower Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
89 %	87 %	83 %	83 %	85 %	86 %

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	Higher Higher
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	Similar Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Lower 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)	Lower Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,950,987
Government Provided DET Grants	$756,606
Government Grants Commonwealth	$3,211
Government Grants State	$9,700
Revenue Other	$31,446
Locally Raised Funds	$318,258
Capital Grants	$132,745
Total Operating Revenue	**$6,202,953**

Equity[1]	
Equity (Social Disadvantage)	$326,067
Equity (Catch Up)	$29,962
Equity Total	**$356,029**

Expenditure	
Student Resource Package[2]	$5,009,730
Books & Publications	$5,562
Communication Costs	$11,520
Consumables	$142,132
Miscellaneous Expense[3]	$236,059
Professional Development	$34,946
Property and Equipment Services	$346,128
Salaries & Allowances[4]	$235,082
Trading & Fundraising	$120,927
Travel & Subsistence	$2,377
Utilities	$95,107
Total Operating Expenditure	**$6,239,570**
Net Operating Surplus/-Deficit	**($36,616)**
Asset Acquisitions	**$7,360**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$58,782
Official Account	$27,181
Other Accounts	$9,974
Total Funds Available	**$95,937**

Financial Commitments	
Operating Reserve	$95,937
Other Recurrent Expenditure	$16,335
Provision Accounts	$2,780
Funds Received in Advance	$30,213
School Based Programs	$91,381
Repayable to the Department	$58,274
Total Financial Commitments	**$294,920**

(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

0 — 100

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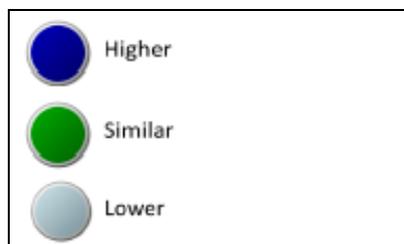
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').