

# 2017 Annual Report to the School Community



School Name: Surf Coast Secondary College

School Number: 8903

*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

Surf Coast Secondary College is dedicated to the ongoing learning growth and vocational readiness of all students. The college has grown to 820 students and 85 staff for the beginning of 2018 school year continuing a rapid growth pattern that has existed for the 6 years the college has been open. In this time the college has worked hard to ensure that it is indeed a school of choice for families in the Surf Coast area. Drawing students from a Neighbourhood area that extends from Mount Duneed in the north to Anglesea in the south, Winchelsea in the west and Breamlea in the east the school is succeeding in this goal attracting healthy percentages of students from all feeder primary schools in the neighbourhood area.

Surf Coast Secondary College is proud of its commitment to inclusiveness and works hard to ensure that all school policies, practices and programs relate the important characteristics of a truly inclusive school and community.

Pedagogy at SCSC is progressive and framed strongly in high level – redefining – use of learning technologies, a high focus on proactive student involvement in the learning process and a commitment to scaffolding students through the SOLO taxonomy of learning – moving from uni-structural understanding to extended abstract thinking.

SCSC is a proud public school devoted to the education of all students.

### Framework for Improving Student Outcomes (FISO)

Surf Coast Secondary College is committed to utilising the FISO to provide structure and diagnostic analysis of the work to be done to continue to develop practice and ultimately improve student outcomes and experiences.

For the 2017 school year SCSC concentrated work on the following FISO areas:

- Building Practice Excellence

and

- Setting Expectations and Promoting Inclusion

In the sections that follow in this Annual Report certain initiatives related to the development of these important aspects in our school will be unpacked further.

### Achievement

Student Learning Growth was a major focus for all staff at SCSC in 2017. This extended to all teaching staff having a student learning growth goal in their Performance and Development Plans for the 2017 school year. The learning architecture within the college was modified in 2017 to provide a greater opportunity for staff to meet in dedicated learning teams to regularly discuss student learning. These teams known as Professional Learning Communities (PLC's) formed the basis of all professional interaction for staff at SCSC in 2017. The PLC's were supported by the development of strong frameworks that identified 'the work' that would be completed in these teams. That is, work related to actual evidence of student learning and then development of practice to improve these outcomes. The PLC framework was strongly endorsed by staff both anecdotally and through the staff opinion survey.

The outcomes of this grouping and unwavering approach to improvement of student learning outcomes were tremendous. In all aspects of student learning data analysed by the school student learning was the highest recorded. Growth in all aspects of Year 7-9 NAPLAN was higher than state mean with reading and writing being particularly high and placing the school in an extremely high position when compared to like and neighbourhood schools. VCE data was also an excellent improvement. SCSC set itself the goal of achieving a 28 median study score and achieved this again placing the school in an extremely high position when compared neighbourhood schools.

This year will see the continuation of the PLC model and further work to 'stretch' our top students whilst still growing all students. Staffs in all teams continue to develop confidence and expertise in diagnosing and providing learning tasks and scaffolds that will support each and every student to flourish.



## Engagement

Many aspects of the work at SCSC in 2017 have been dedicated to the further engagement of students throughout the school. Regular review of learning design and the further inclusion of student voice and agency in the development of learning tasks is designed to ensure that students are challenged at their point of need but also completing work that they see as relevant and purposeful.

The development of processes that provide a more consistent response to engagement related actions such as lateness to class, completion of set classwork & Common Assessment Tasks and student attendance were completed through the second half of 2017 and will inform practice at the college in 2018. It is anticipated that this more consistent, cohesive and coordinated response to these issues will support students to better understand the expectations placed on them as proactive learners.

## Wellbeing

The holistic development of all students has long been at the centre of the work staff at SCSC have been committed to. This extends from developing critical, socially aware young adults to ensuring all students have a voice and access to support to aid them through such an important time in their lives. To this end the college has developed strong working relationships with agencies associated with health and wellbeing of young people. These relationships include regular connection to the Surf Coast Shire Youth Team, a growing partnership with Headspace Geelong, regular connection to Barwon Health services as well as other local youth agencies. The aim of this work is to ensure the needs of students at our school are met both during the school day but also outside of school hours. This work has extended from student forums and information sessions to student and expert led parent evenings. The ongoing connection of parents into this important work is a strong focus for the college going forward.

Overall student wellbeing data is very strong as measured by the annual Student Attitude to School Survey. One date set the the school is responding to is a surprising statistic from this survey that indicated students felt their welfare was not always recognised by their classroom teachers. This has led to a strong focus of work in staff meeting time; including this focus in Year Level PLC work; a redesigned Year 10 program that will connect teachers more closely with individual students and a mentor program at Year 11/12. The college will work closely with individual students and groups of students through the year to measure success and refine these approaches.

For more detailed information regarding our school please visit our website at:  
[surfcostsecondarycollege.vic.edu.au](http://surfcostsecondarycollege.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	
<p><b>Enrolment Profile</b></p> <p>A total of 740 students were enrolled at this school in 2017, 338 female and 403 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</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><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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>		<ul style="list-style-type: none"> <li><span style="color: blue; font-size: 24px;">●</span> Higher</li> <li><span style="color: blue; font-size: 24px;">●</span> Higher</li> <li><span style="color: green; font-size: 24px;">●</span> Similar</li> <li><span style="color: green; font-size: 24px;">●</span> Similar</li> </ul>

## Performance Summary

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<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>48%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	45%	27%	Numeracy	26%	50%	24%	Writing	21%	56%	23%	Spelling	26%	55%	19%	Grammar and Punctuation	29%	48%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>23%</b>          VET units of competence satisfactorily completed in 2017: <b>88%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>81%</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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>89 %</td> <td>84 %</td> <td>84 %</td> <td>84 %</td> <td>81 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	84 %	84 %	84 %	81 %	88 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	84 %	84 %	84 %	81 %	88 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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>● Higher</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)

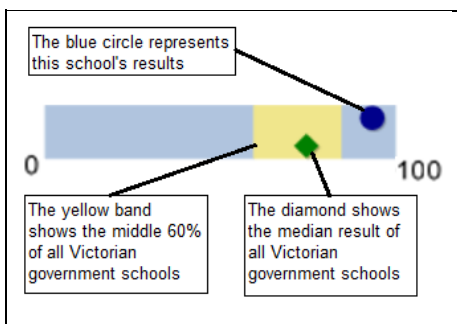
### Engagement

- 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).

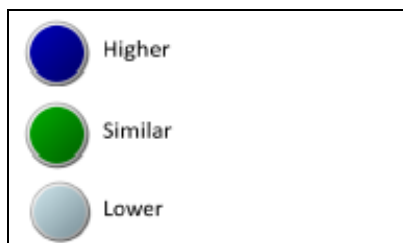


## What does *School Comparison* refer to?

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

The 2017 school year saw Surf Coast Secondary College continue its investment in focussing on the provision of high quality resources and facilities to support the unique teaching and learning environment. As a proud contemporary school, the College invested in quality technology which is used to strengthen learning programs and student engagement.

There was a continued emphasis on ensuring staff were engaged in meaningful and sufficient professional development which continues to highlight the value in improving the quality of teaching and learning across all key learning areas. Both teaching and non-teaching staff were provided with opportunities to participate in leadership activities.

Students were provided with many opportunities for growth through extra-curricular activities such as year level camps, wellbeing days, inter-school sport and subject excursions. Highlights included participation in the Great Victorian Bike Ride, Kokoda Trek and the Indonesian Study Tour.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,475,983	High Yield Investment Account	\$51,735
Government Provided DET Grants	\$843,381	Official Account	\$68,709
Government Grants Commonwealth	\$5,000	<b>Total Funds Available</b>	<b>\$120,444</b>
Government Grants State	\$15,606		
Revenue Other	\$32,431		
Locally Raised Funds	\$623,592		
<b>Total Operating Revenue</b>	<b>\$7,995,994</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$35,015		
Equity (Catch Up)	\$37,820		
<b>Equity Total</b>	<b>\$72,835</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,345,792	Operating Reserve	\$11,958
Books & Publications	\$4,254	Asset/Equipment Replacement < 12 months	\$29,000
Communication Costs	\$23,627	Maintenance - Buildings/Grounds incl SMS<12 months	\$31,485
Consumables	\$230,973	Revenue Received in Advance	\$17,518
Miscellaneous Expense <sup>3</sup>	\$561,020	School Based Programs	\$10,563
Professional Development	\$45,190	School/Network/Cluster Coordination	\$694
Property and Equipment Services	\$548,787	Other recurrent expenditure	\$19,226
Salaries & Allowances <sup>4</sup>	\$126,730	<b>Total Financial Commitments</b>	<b>\$120,444</b>
Trading & Fundraising	\$17,809		
Travel & Subsistence	\$5,064		
Utilities	\$90,208		
<b>Total Operating Expenditure</b>	<b>\$7,999,454</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$3,459)</b>		



**Asset Acquisitions**

**\$5,655**

- (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 05 March 2018 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.*