

# 2021 Annual Report to The School Community



**School Name: Gisborne Secondary College (7857)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 08 May 2022 at 01:17 PM by Sarah Rose (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 12:33 PM by Nick Hughes (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

## About Our School

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### School context

Gisborne Secondary College is a large, single campus Year 7-12 school, situated in the Macedon Ranges, approximately 50kms north-west of Melbourne. Our values are Respect, Achievement, Innovation and Diversity. We have 102 equivalent full-time staff, with three Principal Class officers, 75 equivalent full-time teachers and 27 education support staff. The majority of our students continue their studies at University or TAFE after completing Year 12, while almost all others access suitable pathways via apprenticeships or meaningful employment. A total of 1176 students were enrolled at this school in 2021, 600 female and 576 male. 1 percent of students had English as an additional language, and 2 percent were Aboriginal or Torres Strait Islander.

Gisborne SC is seeking to achieve improvement in student learning growth across the whole curriculum, in particular literacy and numeracy, as well as improving VCE study scores. We are also aiming to develop our students social, emotional and academic engagement, and build a collaborative, accountable learning community culture. In 2021 we implemented and began to embed an agreed Gisborne Secondary College Instructional model, LEARN, which integrates high impact teaching strategies, to ensure consistent, high quality instruction in every classroom. At the same time we are working to strengthen the capacity of individual teachers and teams to analyse and use assessment data in professional learning teams, utilising the professional learning community (PLC) inquiry cycle.

The College has Junior (7-9) and Senior (10-12) sub-school structure; each sub-school is overseen by an Assistant Principal and two Leading Teachers – Student engagement and wellbeing, and curriculum and programs.

We have a Wellbeing Leader who oversees a well resourced wellbeing team, including a full-time mental health practitioner.

In the Senior School, we offer both VCAL and VCE, and are working to expand our vocational offerings through VET. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Our SFOE is low-medium, which indicates low-medium levels of socio-educational disadvantage.

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### Framework for Improving Student Outcomes (FISO)

Our School Strategic plan places on the following FISO priorities and their associated improvement initiatives:

- Excellence in Teaching and Learning – Building Practice Excellence
- Professional Leadership – Instructional and shared leadership
- Positive Climate for learning – Setting expectations and promoting inclusion/empowering students and building school pride
- Community engagement in learning – Parents and carers as partners

While COVID has impacted our capacity to progress as much as we would have liked in 2021, we have still seen improvements in some of the above areas.

In 2021 we continued to solidify strong partnerships with parents and carers through our remote learning program, and the introduction of a Coursework Policy at VCE – which strongly focused on enhanced communication processes with parents. We maintained a strong focus on both student wellbeing, and learning throughout the year.

We made progress in the Building Practice Excellence area through the Professional Development program and implementation of the LEARN Instructional model school wide. The incorporation of High Impact Teaching Strategies (HITS) through the LEARN model built student engagement in the classroom, and empowered students to take control of their own learning.

We promoted inclusion through the introduction of an Inclusion Leading Teacher, who worked on a review of current practice and the development of a whole school approach to inclusion.

## Achievement

Reviewing and adjusting our Remote Learning Program as a result of learnings in 2020 meant that we were able to continue with our teaching and learning programs as much as possible throughout 2021.

Pleasingly, we saw our best VCE results in the history of the college, achieving a mean study score of 28 (from a 4 yr average of 26.4), just .9 below the state average.

Teacher judgements saw 80% of our students working at or above age expected standards in English, which was a great result. Mathematics teacher judgements saw this figure at 51%. In 2022 we have a strong focus through our AIP on improving numeracy outcomes for students.

Our Year 7 NAPLAN Reading and Numeracy results are consistent with our 4 year averages, but there has been a decline at Year 9 in both Reading and Numeracy.

We utilised teaching staff and employed several tutors as part of the Tutor Learning Initiative, which provided catch-up and additional learning support for identified students in Years 7-12. We were also able to effectively utilise funding through the VCE revision fund for rural and regional schools to implement a study program for Year 12's to assist in their exam preparation.

Our PSD students managed transitions in and out of remote learning in varying ways. Each student within our PSD program (as well as other identified students) was allocated a support person who made regular checkups on their wellbeing and academic progress. An alternative learning program was provided for students who could not manage the regular remote learning program. The alternative learning program was supported by our Learning Specialists, and wellbeing team, and had a strong focus on literacy, numeracy and wellbeing needs.

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## Engagement

There was a high degree of uncertainty across the year, with multiple periods of remote learning. Nonetheless, student absence average dropped from the 4 year average of 25.7 days per year down to 18.9 days per year, lower than the state average. Significant efforts were made to re-engage and support student after each return from remote learning. Attendance rates of all year levels sat at above 90% with the exception of Year 12's who sat at 88%.

The percentage of Year 7 students who remained at the school through to Year 10 (retention) increased from a 4 yr average of 82% to 83.7%, and we saw 90% of students who exited in Years 10-12 go on to further studies or fulltime employment.

Student engagement continued to be a challenge throughout 2021, as energy levels and commitment to remote learning waned. The leadership team utilised parent, staff and student feedback to implement changes to our remote learning program to support student engagement. In 2022 we will continue to focus on support and building school connectedness.

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## Wellbeing

Health and Wellbeing was a strong priority throughout 2021, as we recognised the impact of the COVID-19 pandemic on our school community. Our wellbeing team worked tirelessly to identify vulnerable students and families to provide them with additional support relating. Principal class worked to support the wellbeing of staff, through targeted check-ins and activities to build staff engagement and connection.

We saw a decrease in a sense of connectedness in the student attitudes to school data, which saw 39.8% student endorsement of this item, compared to the state average of 51.6%. Additionally, we also saw a drop in positive responses related to school management of bullying, which was 41.9%. These are areas we will continue to focus on in 2022, with key improvement strategies in our 2022 AIP, focusing on building safe and supportive classroom environments, and the implementation of school-wide positive behaviours.

We enjoy great support from our parent community who recognise the work of the college in supporting students and families in relation to their wellbeing.

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## Finance performance and position

As the Financial Commitment Summary for Year Ended 31st December 2021 indicates we had bank balances totaling \$1,092,893 (including \$988,608 in the High Yield Investment Account and \$81,965 in the Official Account). Our financial position showed a surplus of \$391,480.

As far as extraordinary revenue is concerned, we received: SRP Equity Funding \$205,071. Locally raised funds totalled \$668,838, including parent payments and external hirers of our facilities. We received \$19,000 in Inclusion funding (cash component), \$25,232 in CSEF funding and \$117,712 in Commonwealth and State grants.

Additional Spending occurred in the following areas:

CRT salaries (\$90,570), which occurred due to increased need for CRT's related to remote learning.

Non-teaching staff (\$28,265), such as additional requirements for Year 12 exam supervisors due to social distancing requirements, and coverage of ES staff on long term sick leave.

Superannuation costs for the above of \$15,658.

**For more detailed information regarding our school please visit our website at**  
**[www.gisbornesc.vic.edu.au](http://www.gisbornesc.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1176 students were enrolled at this school in 2021, 600 female and 576 male.

1 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

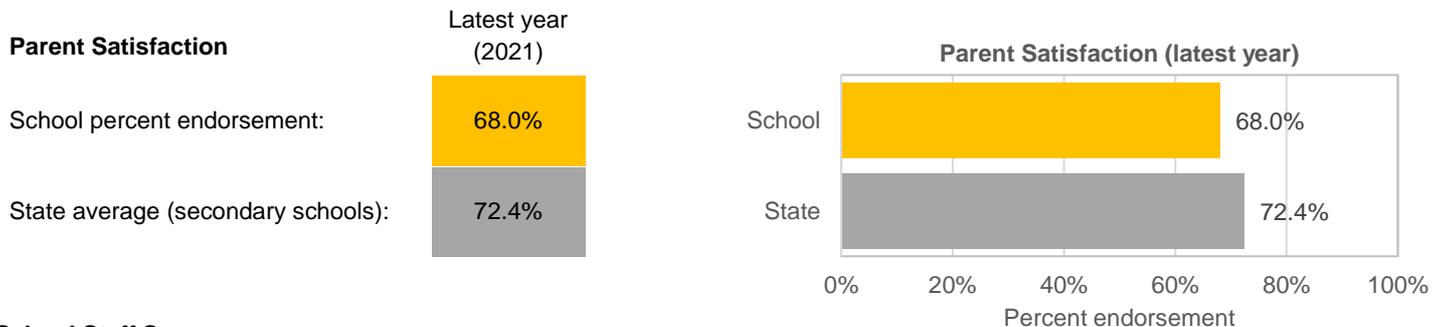
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

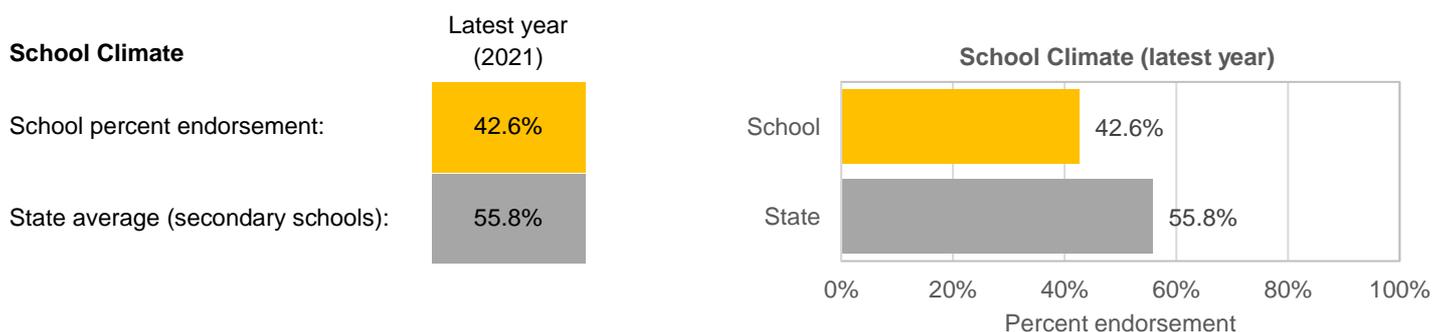


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

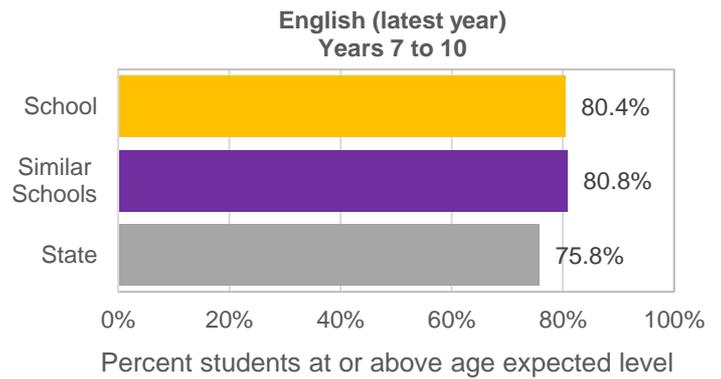
80.4%

Similar Schools average:

80.8%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

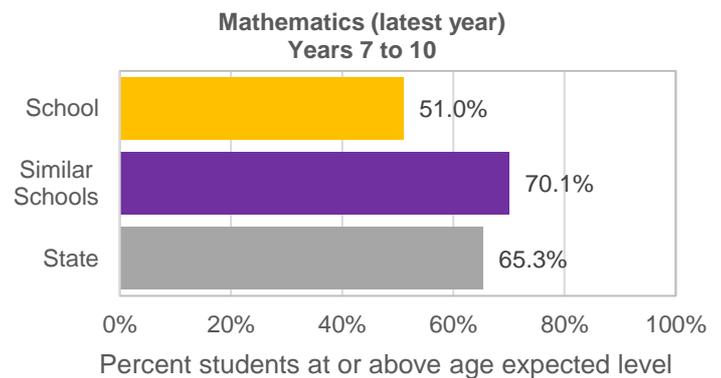
51.0%

Similar Schools average:

70.1%

State average:

65.3%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

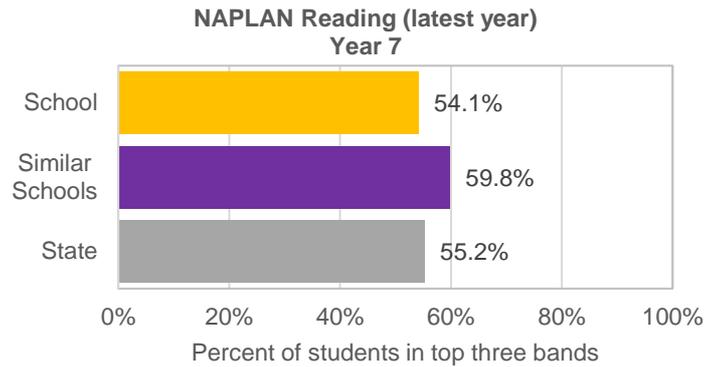
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

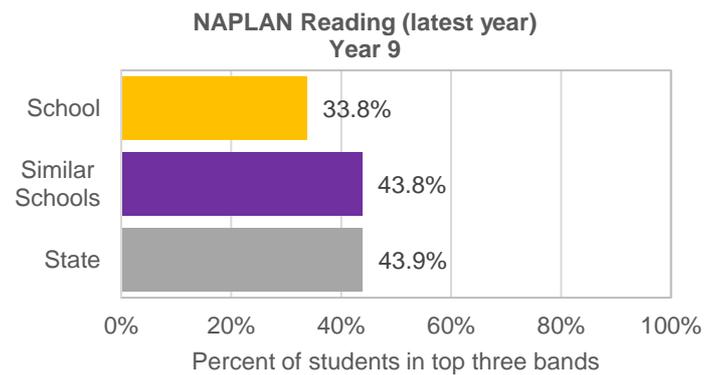
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.1%	57.0%
Similar Schools average:	59.8%	58.8%
State average:	55.2%	54.8%



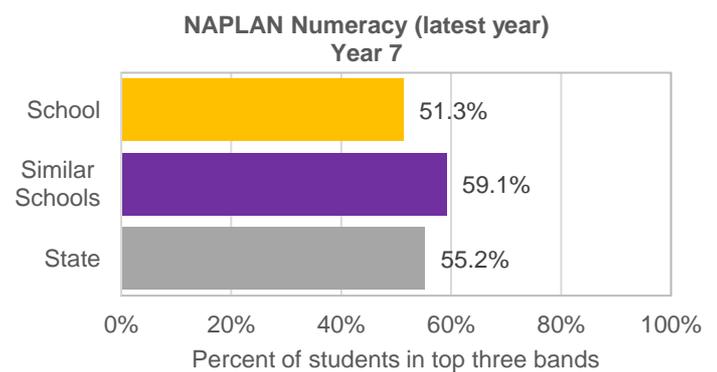
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.8%	40.8%
Similar Schools average:	43.8%	46.1%
State average:	43.9%	45.9%



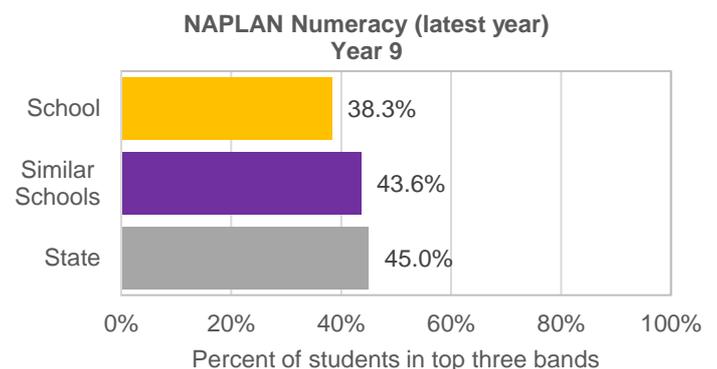
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.3%	50.6%
Similar Schools average:	59.1%	58.4%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.3%	43.3%
Similar Schools average:	43.6%	45.7%
State average:	45.0%	46.8%



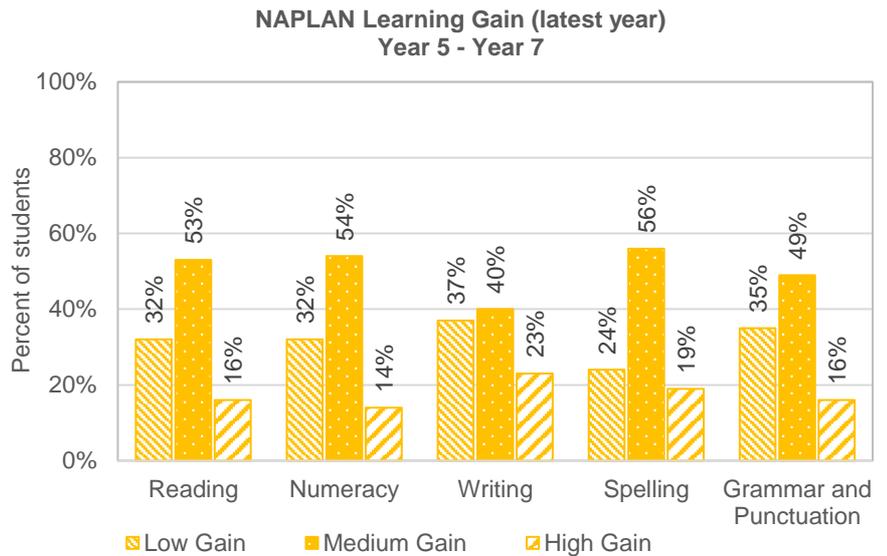
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

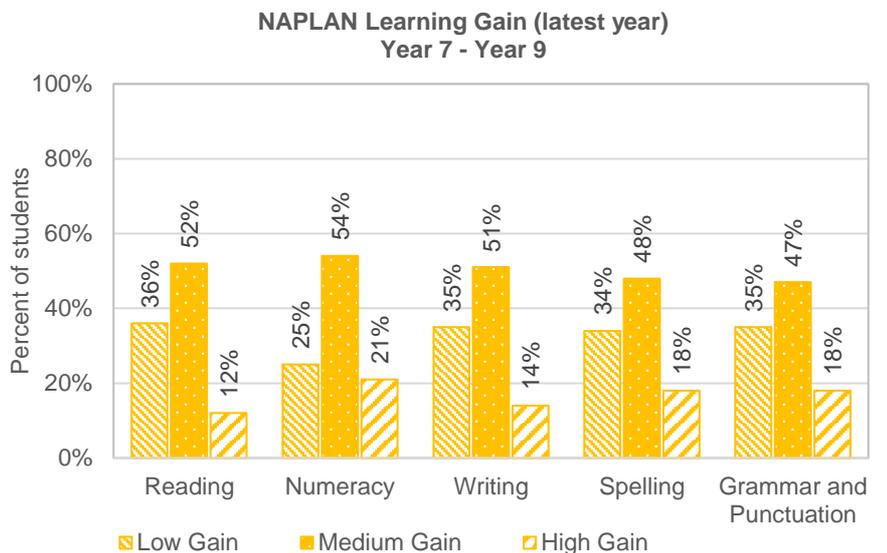
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	53%	16%	20%
Numeracy:	32%	54%	14%	21%
Writing:	37%	40%	23%	21%
Spelling:	24%	56%	19%	22%
Grammar and Punctuation:	35%	49%	16%	21%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	52%	12%	22%
Numeracy:	25%	54%	21%	23%
Writing:	35%	51%	14%	20%
Spelling:	34%	48%	18%	20%
Grammar and Punctuation:	35%	47%	18%	22%



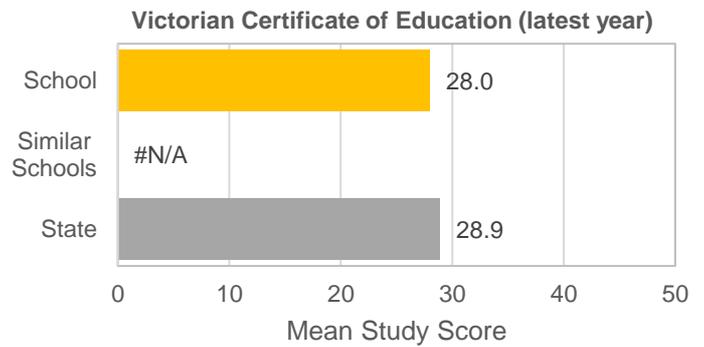
## ACHIEVEMENT (continued)

### 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.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.0	26.4
Similar Schools average:	27.9	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021\*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

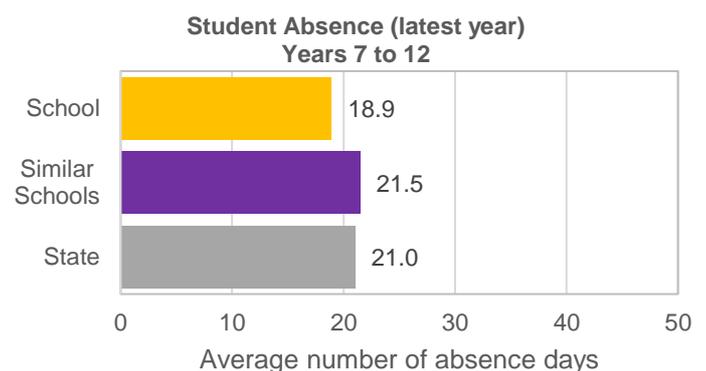
## ENGAGEMENT

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	18.9	25.7
Similar Schools average:	21.5	19.5
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

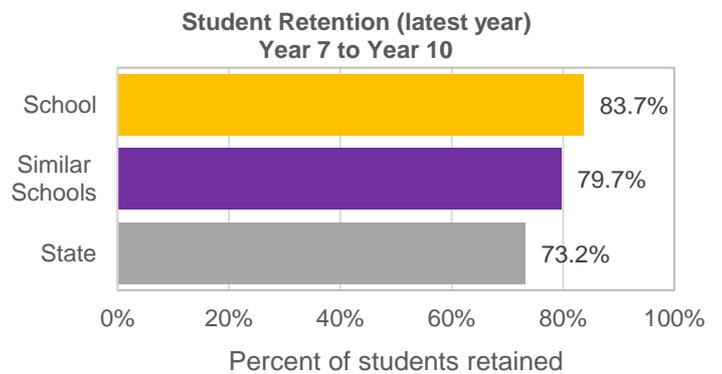
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	91%	90%	91%	90%	88%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	83.7%	82.0%
Similar Schools average:	79.7%	78.1%
State average:	73.2%	72.9%



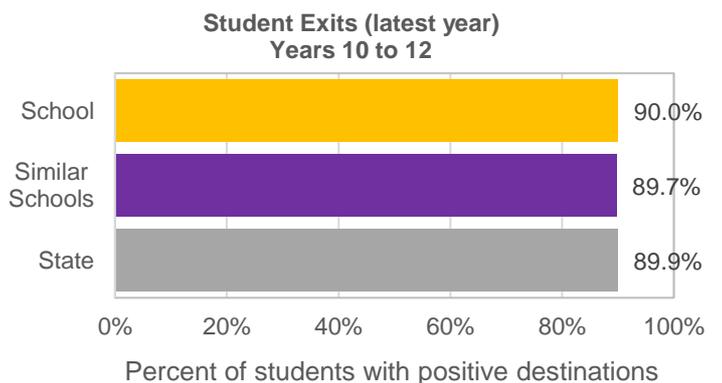
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	90.0%	89.7%
Similar Schools average:	89.7%	89.2%
State average:	89.9%	89.2%



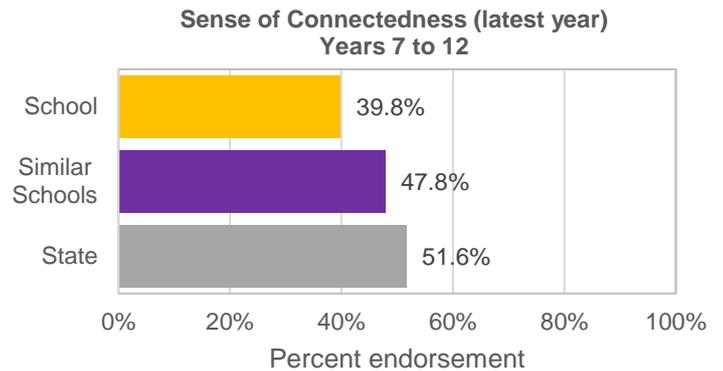
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	39.8%	52.1%
Similar Schools average:	47.8%	51.7%
State average:	51.6%	54.5%

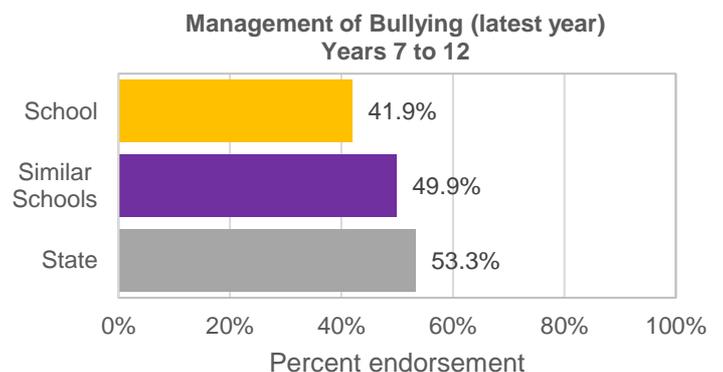


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	41.9%	53.4%
Similar Schools average:	49.9%	55.0%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$12,544,188
Government Provided DET Grants	\$1,591,414
Government Grants Commonwealth	\$24,805
Government Grants State	\$92,907
Revenue Other	\$17,222
Locally Raised Funds	\$668,838
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,939,375</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$124,794
Equity (Catch Up)	\$80,276
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$205,071</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,342,134
Adjustments	\$0
Books & Publications	\$3,580
Camps/Excursions/Activities	\$258,243
Communication Costs	\$23,894
Consumables	\$168,419
Miscellaneous Expense <sup>3</sup>	\$47,294
Professional Development	\$11,982
Equipment/Maintenance/Hire	\$185,870
Property Services	\$486,306
Salaries & Allowances <sup>4</sup>	\$449,482
Support Services	\$396,361
Trading & Fundraising	\$15,296
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$159,035
<b>Total Operating Expenditure</b>	<b>\$14,547,895</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$391,480</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$988,608
Official Account	\$81,965
Other Accounts	\$22,321
<b>Total Funds Available</b>	<b>\$1,092,893</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$330,363
Other Recurrent Expenditure	\$8,623
Provision Accounts	\$0
Funds Received in Advance	\$188,987
School Based Programs	\$140,593
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$218,584
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$887,149</b>

*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.*