

2022 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).
- 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 of the previous calendar year 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 06 April 2023 at 02:48 PM by Sarah Rose (Principal)

- This 2022 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 26 April 2023 at 04:10 PM by Nick Hughes (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

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. The vision for our College is to provide the widest possible positive, personal and academic experience for all students; to value each student as an individual; to encourage students to develop interests both inside and outside the classroom; to provide students with a safe, secure and supportive environment. 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. In 2022 the college appointed a new substantive Principal. 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 1140 students were enrolled at this school in 2022, 600 female and 576 male. 1 percent of students had English as an additional language, and 2 percent were Aboriginal or Torres Strait Islander. In 2022 the College undertook a school review, assessing ourselves against the School Strategic Plan: to achieve improvement in student learning growth across the whole curriculum, in particular literacy and numeracy, and VCE study scores; to develop our students social, emotional and academic engagement; and to build a collaborative, accountable learning community culture. In 2022 we worked to embed our agreed Instructional model, LEARN, which integrates high impact teaching strategies, to ensure consistent, high quality instruction in every classroom. We were focussed on building 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 offered both VCAL and VCE in 2022, and prepared for the implementation of VCE-VM in 2023. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whilst the Numeracy targets in our SSP were not met, there was some evidence of improvement in 2022. Pleasingly, our Year 7 Numeracy results of 65.8% in the top 3 bands were above both similar school (57.8%) and the state average (52.5%). Year 9 Numeracy results of 38.6% in the top 3 bands was lower than the similar schools and state averages.

Mathematics teacher judgements at Year 7-10 of students at or above age expected standards were significantly lower than both the similar schools and state average.

Naplan Reading results of percentage of students in the top 3 bands at both Year 7 (55.2%) and Year 9 (44.8%) were slightly weaker than the similar schools and state average.

English teacher judgements at Year 7-10 of students at or above age expected standards were pleasingly similar to both the similar schools and state average.

NAPLAN data across the three domains of Reading, Writing and Numeracy over the period of the School Strategic Plan showed a decreasing trend in the percentage of students achieving medium and high growth across all three domains.

Improving this data will be a key focus of our Strategic Plan for 2023-2027, with the development and introduction of a whole school Literacy (LEAP) and Numeracy (STEPS) program.

Whilst not quite meeting the SSP target in 2022, we saw improved VCE results in 2022. There was improvement across median study scores, English study scores, and the percentage of study scores over 40. Additionally, a third of the participating students received an ATAR rank of over 70, and 7 per cent achieved over 90. Two students achieved the equal highest score of 98.15.

Deliberately strengthened frameworks such as moderation, approaches to formative assessment, and the use of positive language for success have supported greater consistency of curriculum delivery and contributed to improved results at VCE.

Wellbeing

Like many schools, our students faced many wellbeing challenges in 2022, with the full return to onsite learning following the pandemic. We saw a significant increase of student presentations to the wellbeing team, which were predominantly related to

anxiety, depression, and other mental health concerns.

Whilst we saw an overall decline in our attitudes to school data, we made significant progress in the development of a number of policies and processes for improved student wellbeing outcomes. These include: the review and development (with student, staff and parent consultation) of key policies including the Engagement and Wellbeing Policy, All Child Safe and Mandatory Reporting policies, and our anti-bullying policy. Additionally, we continued to embed the Positive Behaviour for Learning Framework, to promote a consistent approach to behaviour management across the school.

We worked with the Koorie Engagement and support officer from the regional office, to undertake a cultural audit, and began to determine future directions to promote safety and wellbeing for our Indigenous students. This work will form a number of activities in our 2023 Annual Implementation Plan.

During our school review, parents endorsed the college's proactive approach to wellbeing and strengthened communication practices to the college community, fostering successful partnerships between college and home. Whilst this feedback was not reflected in our Attitudes to school data, it was a pleasing outcome of the review process.

We will be strongly focused on Student wellbeing in our 2023-2027 SSP, with Goal 3 to 'Deepen and strengthen strategies to support social and emotional wellbeing.'

Engagement

Student attendance was impacted significantly in 2022, with various COVID isolation requirements throughout the year. Our Student absence rates both in 2022 and the previous 4 year average were slightly above similar schools and the stage average.

Our SSP target to improve student attendance to 18 days or less was almost met. During the review process, the panel found that the importance of school attendance was regularly communicated to parents and students, and the implementation of a range of wellbeing initiatives enable the college to strengthen student and family attitudes to attendance.

Our student exits (percentage of students going on to further studies or full-time employment) was 94.8% sitting 4% about the similar schools and state average. Our Annual Implementation Plan for 2023 includes further work on developing our career education program for students across the whole school.

We were very pleased with our student retention rate which saw the percentage of students retained from Year 7 to Year 10 above the similar schools and state average both in 2022 and the previous 4-year average.

Our school review panel found that strategies to build student connection and engagement with the college were evident. Example of these strategies are the Year 6-7 transition program, which supports this cohort of students to positively begin their secondary schooling. Our community and values education program at Year 7/8 (Connect) and Year 9 RAID is based on our school values of respect, achievement, innovation and diversity, and includes a range of community engagement activities for students. Careers and pathways programs at years 10-12 help our students make decisions about future careers and life beyond school. It was noted that the loss of 'Mentor' our home group model, has impacted student engagement, and we have committed to investigate the return of Mentor in 2023 for implementation in 2024.

Other highlights from the school year

Despite the challenges presented to us in 2022, there were many wonderful events and success to recognise and celebrate.

We focussed on getting back to providing our students with a broad range of extracurricular activities, such as interschool sports, camps and excursions. We were also able to welcome families back onsite, for parent/teacher interviews, information evenings, student performances, and student awards and presentation evenings. We had missed the opportunity to interact and engage with our families and the wider community, and these events have been well supported and successful with all stakeholders.

Across 2022 we implemented a pilot program for new approach to Year 9 Numeracy. Using support from the network in collaboration with both regional and school-based staff, the college introduced a tailored program for students based on their 'point of need' and interest. Students worked in fluid groupings on tasks targeted to their ability with other students at the same level. Initial data suggested that the program is leading to more confident, competent and skilled learners, and a greater engagement in both the teaching and learning of numeracy. We look forward to rolling this out more widely across the junior school, and using the learnings from this pilot project to develop a similar literacy program in 2023.

The development of a new masterplan for the college, allowed us to develop our vision for the next 10 years, and begin the work on Stage 1 of the masterplan, with a \$12.9 million State Government Capital Works Program. We look forward to seeing this vision realised over the next several years.

Our School Review allowed us to review and assess our school improvement journey over the last 4 years, and work collaboratively with staff in setting the direction and focus of the next 4 years. The development of our new School Strategic Plan 2023-2027 will allow us work strategically, and collaboratively to achieve the goals and target set for improved student learning and wellbeing

outcomes.

Financial performance

INCOME

As at December 31 2022 Gisborne Secondary College had a combined bank balance of \$1,284,328. The non-current assets totalled \$309,260. SRP funding received was \$1,893,604 in total. Commonwealth Government Grants: \$21,183 State Government Grants: \$71,566. Other funds: \$56,276 Locally Raised Funds: \$632,357. This brought our **Total Operating Revenue to \$2,674,987.** Equity (Catch up) Level 1: \$45,572. Equity (Catch up) Level 2: \$2,249. Equity (Social Disadvantage): \$61,933

EXPENDITURE

Salaries and Allowances: \$642,438. Bank charges: \$7939. Consumables: \$183,231. Books and Publications: \$7,592. Communication costs: \$17,940. Equipment Maintenance and hire: \$121,422. Utilities: \$151,774. Property services: \$485,219. Administration: \$29,025. Health and Personal Development: \$1,658. Professional Development: \$21,549. Entertainment and Hospitality: \$18,013. Trading and Fundraising: \$14,152. Support/Service: \$659,393. Camps/Excursions/Activities: \$294,491. Internal Transfers: \$13,098. Miscellaneous: \$3,537. Bringing the **Total Operating Expenditure to: \$2,645,089.**

FINANCIAL COMMITMENTS

School Based Programs: \$112,540. Short Term maintenance and Capital Works: \$192,000. Long Term Capital Commitments: \$150,000.

CONTRACTS ENTERED INTO 2022

Telephone lease: CBA Equipment Finance. 60 months @ \$1,727 p/m
Photocopier/printer lease: Finrent Pty Ltd. 60 months @ \$2,864

For more detailed information regarding our school please visit our website at gisbornesc.vic.gov.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 2.0 (FISO 2.0).

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 1141 students were enrolled at this school in 2022, 587 female and 554 male.

1 percent of students had English as an additional language and 3 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).

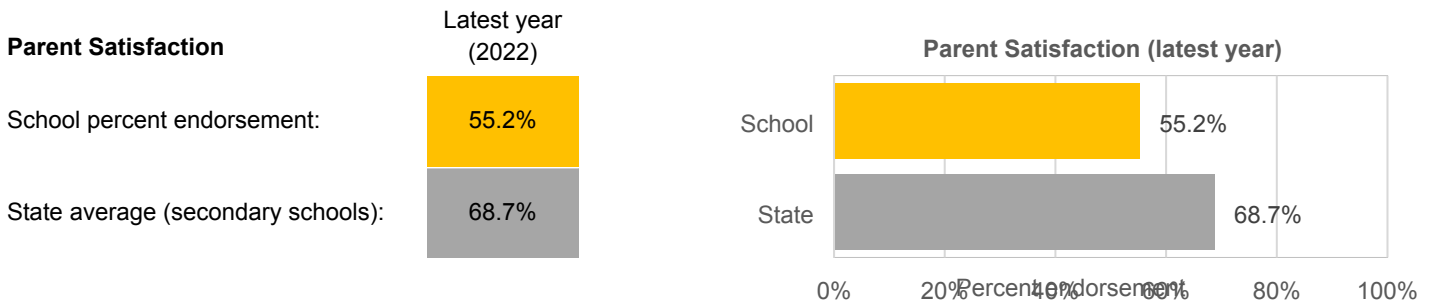
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

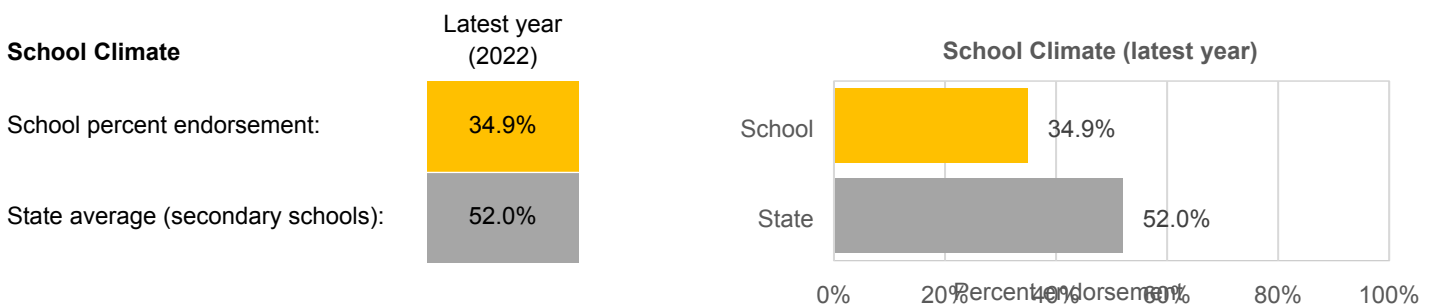


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

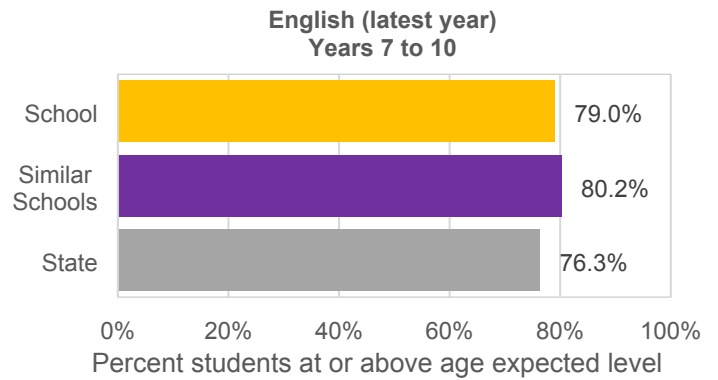
79.0%

Similar Schools average:

80.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

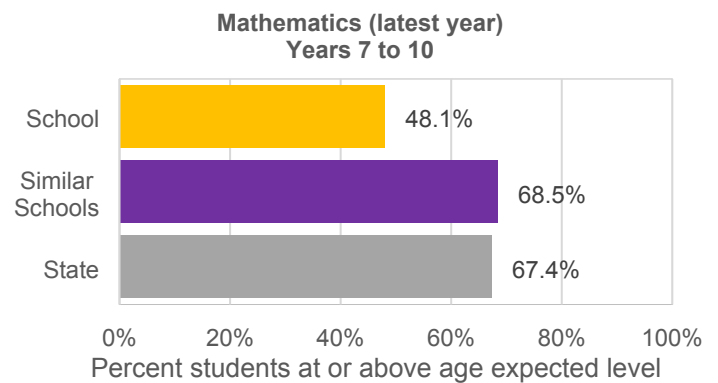
48.1%

Similar Schools average:

68.5%

State average:

67.4%



LEARNING (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.

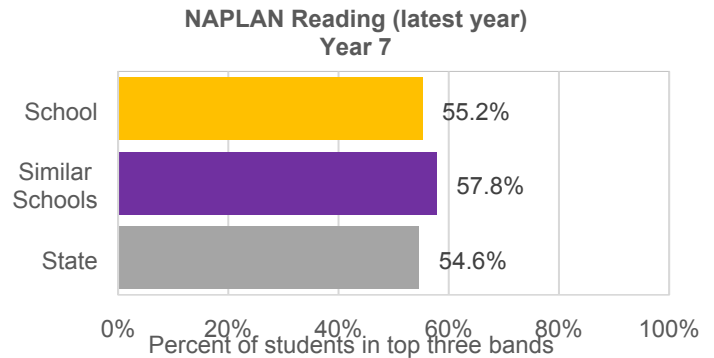
NAPLAN

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 2019, 2021 and 2022 data.

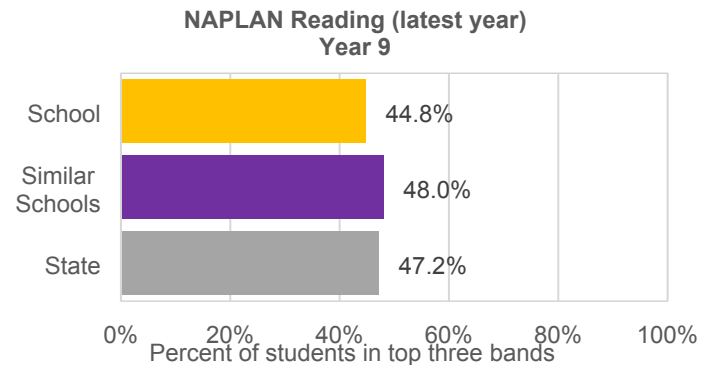
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.2%	54.9%
Similar Schools average:	57.8%	59.1%
State average:	54.6%	55.3%



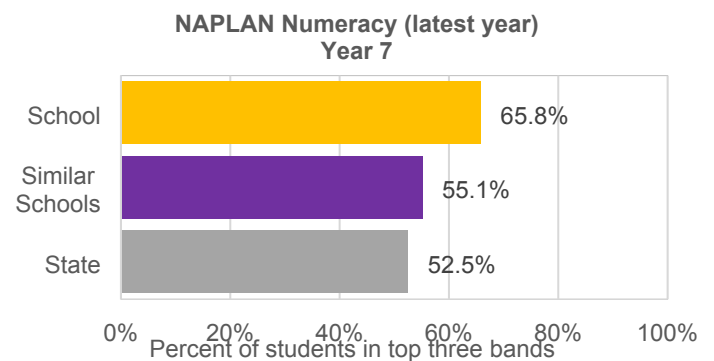
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.8%	39.5%
Similar Schools average:	48.0%	45.8%
State average:	47.2%	46.0%



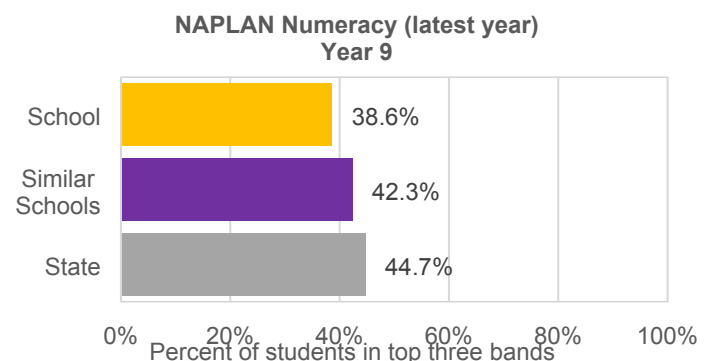
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.8%	54.0%
Similar Schools average:	55.1%	57.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.6%	39.2%
Similar Schools average:	42.3%	43.5%
State average:	44.7%	45.6%



LEARNING (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.*

Victorian Certificate of Education (VCE)

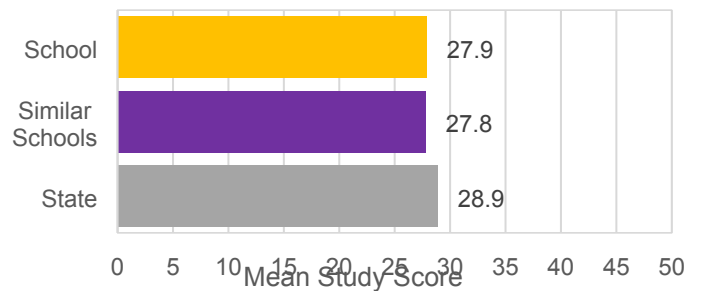
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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 (2022)	4-year average
School mean study score	27.9	26.7
Similar Schools average:	27.8	27.7
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

70%

VET units of competence satisfactorily completed in 2022:

58%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

88%

WELLBEING

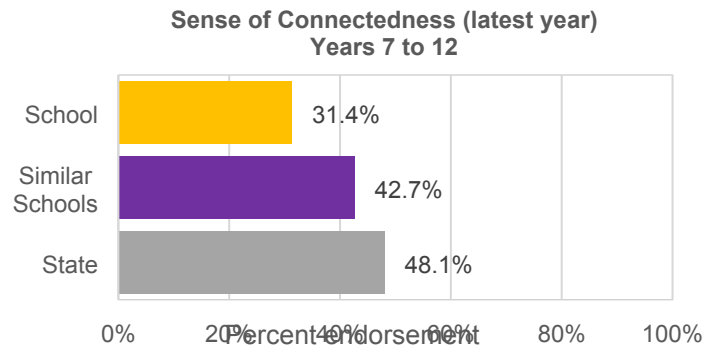
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	31.4%	41.2%
Similar Schools average:	42.7%	48.4%
State average:	48.1%	52.5%

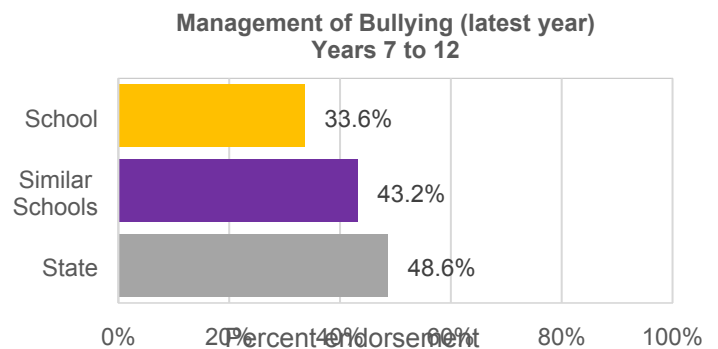


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	33.6%	42.3%
Similar Schools average:	43.2%	50.0%
State average:	48.6%	54.0%



ENGAGEMENT

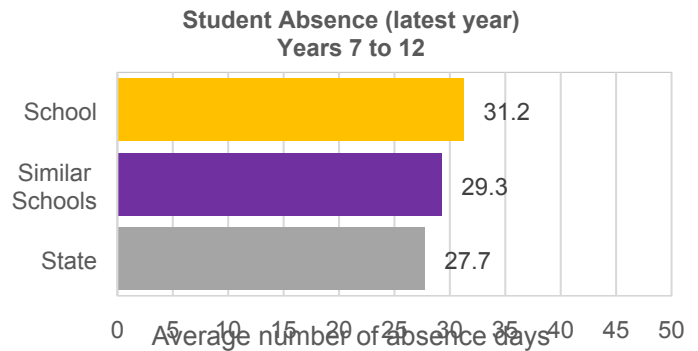
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	31.2	25.5
Similar Schools average:	29.3	21.6
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

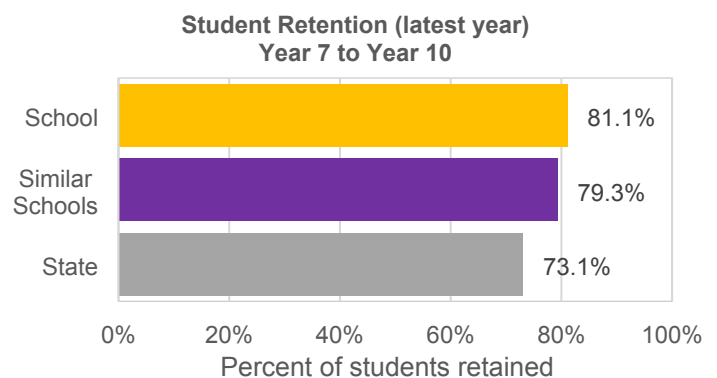
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	80%	85%	86%	87%

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 (2022)	4-year average
School percent of students retained:	81.1%	82.7%
Similar Schools average:	79.3%	79.0%
State average:	73.1%	73.0%



ENGAGEMENT (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.

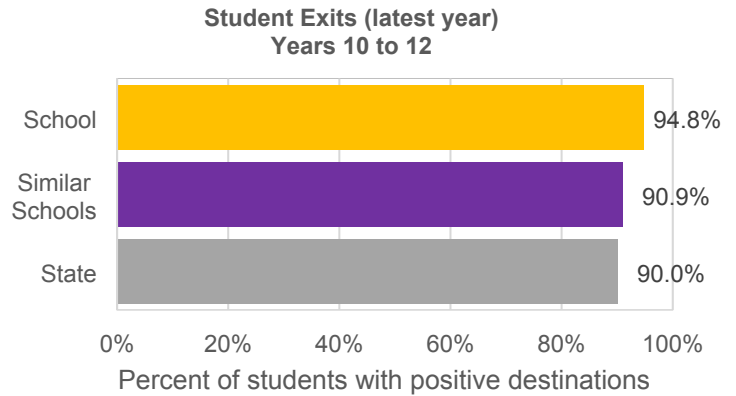
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	94.8%	89.6%
Similar Schools average:	90.9%	90.4%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$12,795,695
Government Provided DET Grants	\$1,893,945
Government Grants Commonwealth	\$21,183
Government Grants State	\$71,566
Revenue Other	\$55,790
Locally Raised Funds	\$632,016
Capital Grants	\$0
Total Operating Revenue	\$15,470,196

Equity ¹	Actual
Equity (Social Disadvantage)	\$123,230
Equity (Catch Up)	\$94,711
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$217,941

Expenditure	Actual
Student Resource Package ²	\$12,554,484
Adjustments	\$0
Books & Publications	\$7,592
Camps/Excursions/Activities	\$294,491
Communication Costs	\$17,940
Consumables	\$183,231
Miscellaneous Expense ³	\$55,257
Professional Development	\$39,562
Equipment/Maintenance/Hire	\$127,322
Property Services	\$458,219
Salaries & Allowances ⁴	\$642,438
Support Services	\$659,010
Trading & Fundraising	\$14,152
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$151,774
Total Operating Expenditure	\$15,205,473
Net Operating Surplus/-Deficit	\$264,723
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,080,840
Official Account	\$182,871
Other Accounts	\$20,620
Total Funds Available	\$1,284,330

Financial Commitments	Actual
Operating Reserve	\$405,703
Other Recurrent Expenditure	\$2,061
Provision Accounts	\$0
Funds Received in Advance	\$95,421
School Based Programs	\$112,540
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	\$192,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$150,000
Total Financial Commitments	\$957,725

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.