

2020 Annual Report to The School Community



School Name: Leongatha Secondary College (8745)



- 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 2020 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 26 April 2021 at 12:30 PM by Wayne Chester (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 02:00 PM by Sue Ritchie (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020
- 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Leongatha Secondary College is situated within the Leongatha Education Precinct, on an attractive 22 hectare site that we share with Leongatha Primary School, South Gippsland Specialist School and TAFE Gippsland. A wide range of enhancement and enrichment activities are available for students such as international experiences, a music program, leadership opportunities, public speaking and a 1:1 computer program across the School. Our ICT infrastructure enables us to encourage and manage a BYOD program across the College.

At Leongatha Secondary College we believe that all students can achieve individual learning excellence. Our motto, Excellence in Education, declares the College's aim to extend all students through the provision of a wide range of learning opportunities across all year levels. Staff work collaboratively with colleagues, students and parents to meet this shared educational purpose.

All members of the Leongatha Secondary College Community are encouraged to take responsibility for their actions and to adhere to the core values of Respect, Doing Our Best and Lifelong Learning. The College has created a learning environment that is supportive and enables students to develop self-discipline, team work, communications skills and a tolerance of other viewpoints and cultures.

In 2020 there were 625 students enrolled in the school. The staffing profile consisted of 2 Principal Class positions, 46.9 equivalent full time Teaching staff, 15.3 equivalent full time Education Support staff, including 1 full-time Wellbeing Coordinator.

Framework for Improving Student Outcomes (FISO)

The goals in our current Strategic plan are to:

1. Improve student outcomes with a whole school focus on student writing and numeracy.
2. Support the development of a shared community commitment to high expectations and growth.

In our Annual Implementation Plan for 2020, we focussed upon the following FISO Dimensions:

1. Setting Expectations and Promoting Inclusion.
2. Evidence Based High Impact Teaching Strategies.

Our Key Improvement Strategies were to:

1. Implement programs and best practice in writing and numeracy through evidence based research.
2. Develop and implement an agreed profile of an effective learner and an effective teacher at LSC.

Remote and Flexible Learning provided our school with many challenges, and the community feedback about our approach to remote learning was extremely positive. Parents and students were particularly pleased with the level of staff commitment to providing quality teaching and learning throughout this period. Students were provided with meaningful learning activities across all subject areas including the arts and technology, and our focus on health and wellbeing was appreciated by the community. Results from our own survey, completed after the first 2 weeks of remote learning, and then the staff & parent surveys from DET demonstrate a high level of satisfaction from parents and a very positive sense of achievement from staff.

The period of remote and flexible learning allowed our school to demonstrate the high level of commitment our staff have, and the high level of care and concern we have for our students. Unfortunately remote learning and working from home did limit the collaborative work we could complete together on improving writing and the other focus areas of our Annual Implementation Plan and Strategic Plan. The priority for all staff during remote learning was to provide

appropriate and engaging curriculum for students learning from home, and to support students and colleagues with their overall health and wellbeing.

Achievement

Due to the remote and flexible learning in Term 2, staff were focussed on reviewing and developing their curriculum to ensure it was appropriate for this style of teaching and learning. Further remote and flexible learning periods in Term 3 impacted on the College's student achievement goals.

Work that was completed included:

- an initial draft of the writing rubric was developed and trialled with staff
- some faculties demonstrated an agreed lift in expectations for student writing (sentence structure, punctuation)

Work on the EFL traits and SPARK curriculum generated very positive acceptance and feedback from students in Years 7 and 8. There was a good understanding of the purpose of the class from Yr 7-9 students interviewed. The student reflection sheet (student management process) was adapted to link to the effective learner profile adding a further link for students to engage with the traits. Further links to the EFL work have been successfully incorporated into:

- assemblies
- Progress Reports
- Student self-assessment and personal learning goals

Future work will involve a review of the 2020 curriculum with a larger amount of staff involved in its development. There is also a need for regular, scheduled meetings with the staff who teach SPARK.

We will devise a 2021 college communication plan to enrich parent community knowledge of Spark and the Effective Learner Traits.

Writing continued to be a focus for all of the inquiry cycles completed throughout the year. Results from this work included:

- staff are more aware of student writing ability and the importance of this in their particular area of curriculum.
- there is a greater shared understanding of the importance of writing and a greater sense of shared responsibility.
- staff in all subject areas have identified where writing is important for their subject.
- there is an improved consistency of expectation around the minimum accepted requirements for writing.

In 2021, it has been identified that we need to conduct a CAT audit on the inclusion of a writing component. Data from 2020 indicates that sentence structure should continue to be a focus for 2021.

Engagement

Fortnightly attendance reports were collated and distributed to the student management team throughout 2020. Attendance meetings were then held every 4 weeks, to highlight students of concern and discuss the strategies needed to support each individual. Plans for contacting families, arranging meetings, referral to appropriate support services and referrals to the region's attendance support were arranged in these meetings. During remote learning, the daily check-in for students also provided us with important information about how students were coping and whether they were attending classes and engaging in the remote learning program.

Staff initiated a number of activities and programs to assist with engagement and connection with our school community during remote learning. Two 'Iso Concerts' were broadcast online for students and families and a school wide walking challenge was conducted to encourage staff and students to prioritise their physical health and wellbeing. These activities were well received by our school community and provided a very positive connection to staff and students working and learning from home. Several lunchtime clubs also continued to run for students, along with quizzes, competitions and reading challenges.

Despite the impact of remote and flexible learning, we make very positive progress with the development and implementation of our SPARK curriculum across Years 7, 8 and 9. All students were engaged in setting and reflecting on personal learning goals and year level assemblies were used to reinforce the skills and attitudes being taught each term. Staff have been engaged in learning through staff meetings so they are able to support the learning of students in

SPARK. The student reflection sheet that students complete after receiving a 'time-out' from a class was modified so the language was linked to the Effective Learner Profile. When reflecting on their behaviour, students are asked to select skills and/or attitudes that would have assisted them to respond or behave more appropriately.

Wellbeing

During remote and flexible learning we implemented a daily check-in routine for all students. An email was sent by staff to their designated group of students and students were expected to reply before lunchtime each day to indicate how they were feeling and whether they felt they needed any extra support. Students who did not respond, or indicated they may need support, were contacted by our wellbeing and coordination team. A weekly check-in was set up for staff members, with the Leadership Team having a list of people to contact each week. This was done through phone calls, texts, emails and sometimes a face to face check in.

To support the wellbeing of staff and students alike we modified our timetable after the first 2 weeks of remote and flexible learning. Lessons were developed to provide a maximum of 40 minutes of learning activities to allow a break from screens and an opportunity to do something active in between classes. In the second round of remote learning, staff were able to nominate a non contact day each fortnight. On this day staff left lesson plans online for students to complete independently and they were not required to be available for students.

Financial performance and position

Leongatha Secondary College carried an increase in net operating surplus by 2020 end of \$599,421. This increased surplus was influenced by two rounds of remote and flexible learning due to the pandemic, which saw a large decrease in annual expenditure (59% of anticipated expenditure utilised). All under utilised budget funding has been carried forward as financial commitment in 2021.

Department SRP funding remained our major source of revenue, included core student learning funding plus an increase in equity funding in order to compensate for additional student learning needs.

We also received funding under targeted initiatives of Respectful Relationships, Career Education, VET, VCE revision lectures, MYLNS teachers & improvement, & the Student Excellence Program.

These funded initiatives assists our schools focus for breaking the link between a student's social and economic background and how well they do at school. At the same time, this funding enables programs that aim to provide students the skills they require for work and life like resilience, and the capacity for critical and creative thinking.

We saw an increase in government funding beyond the SRP in the form of Covid extra cleaning, Youth Employment Scheme, Advance & Pre-service Teacher Supervision.

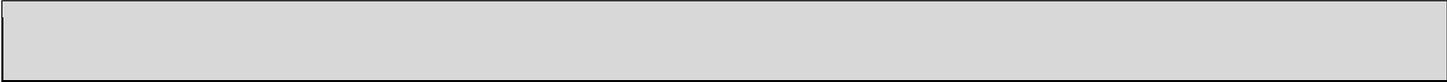
Whilst we continue to refine our staffing profile, annual staffing salaries expenditure costs exceeded SRP credit budget revenue, although our anticipated staffing deficit is managed annually and budgeted via our cash surplus.

Staffing costs were consistent and 83% of our overall expenditure. Our next major expenditure areas being property services, equipment/maintenance, consumables and relief staffing, although these were underspent on anticipated. Asset acquisitions included an updated photocopier purchase.

All revenue funds received, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational/resourcing needs of the College, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at

<https://leonsec.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 625 students were enrolled at this school in 2020, 322 female and 303 male.

NDP percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

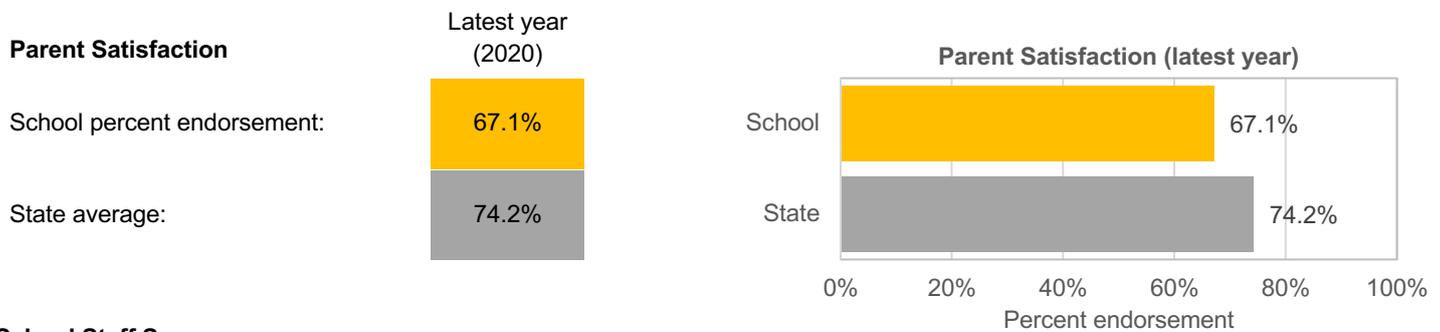
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

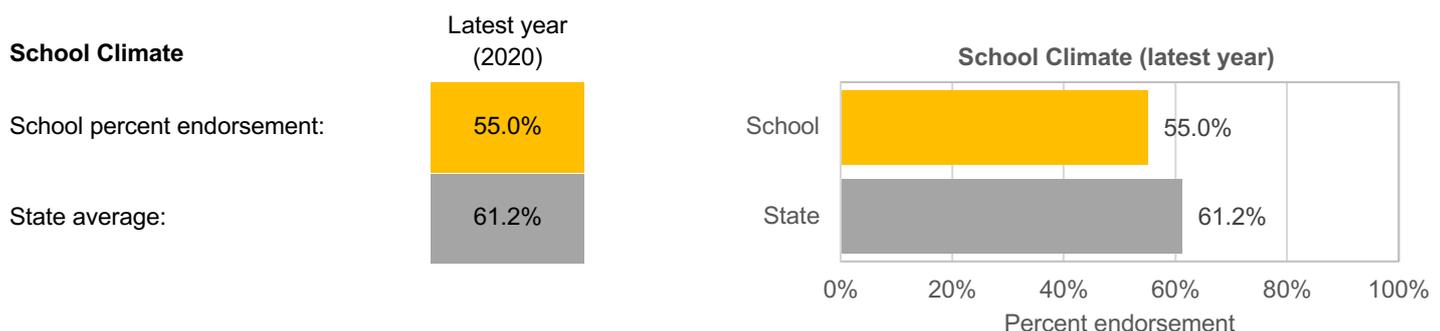


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

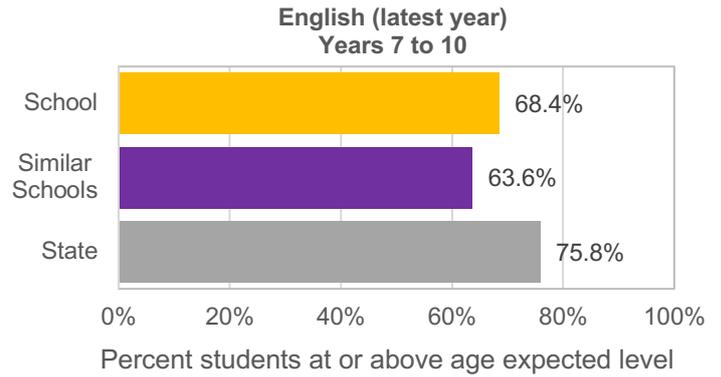
68.4%

Similar Schools average:

63.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

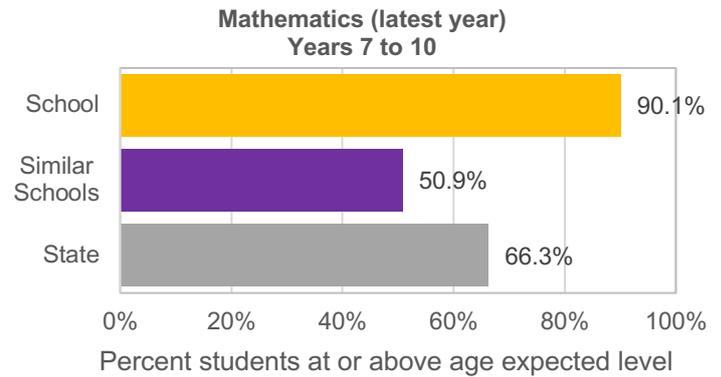
90.1%

Similar Schools average:

50.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

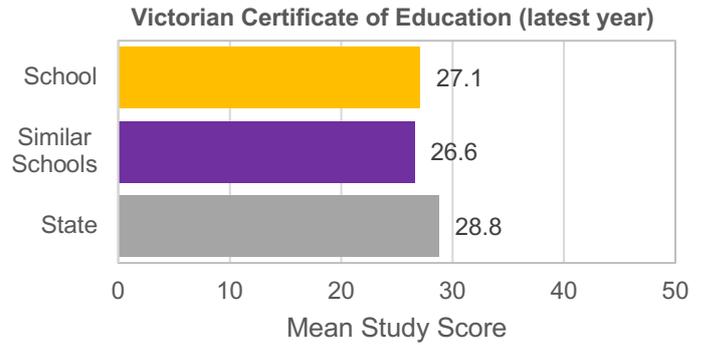
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	27.1	26.6
Similar Schools average:	26.6	26.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

88%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

50%

VET units of competence satisfactorily completed in 2020:

52%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

72%

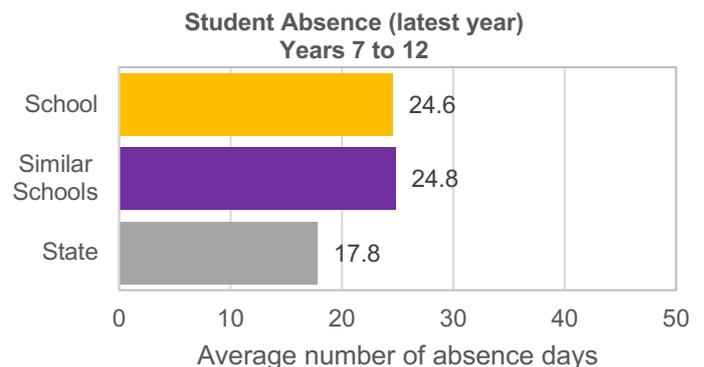
ENGAGEMENT

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	24.6	23.1
Similar Schools average:	24.8	24.4
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

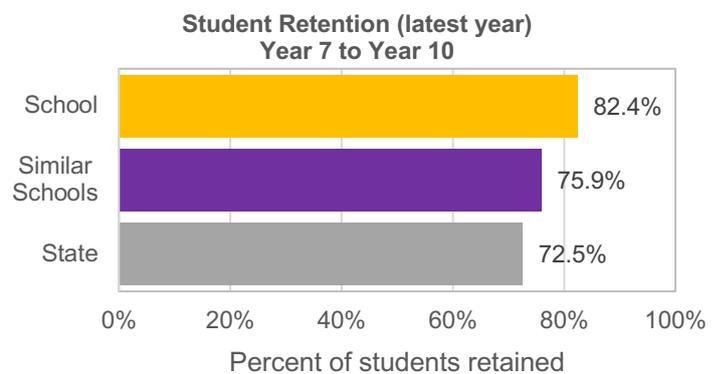
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	88%	85%	86%	86%	89%	92%

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 (2020)	4-year average
School percent of students retained:	82.4%	81.7%
Similar Schools average:	75.9%	76.2%
State average:	72.5%	72.9%



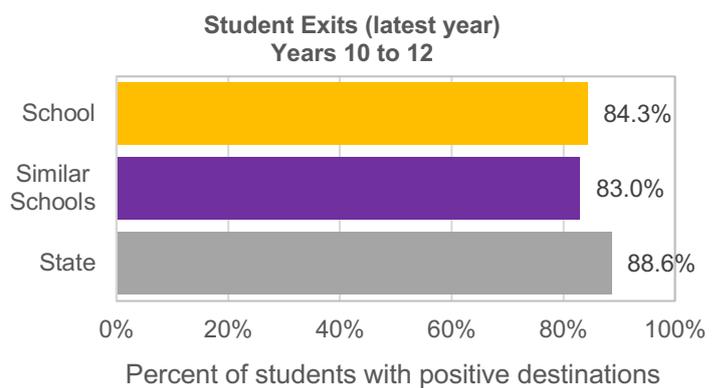
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	84.3%	88.4%
Similar Schools average:	83.0%	84.1%
State average:	88.6%	89.1%



WELLBEING

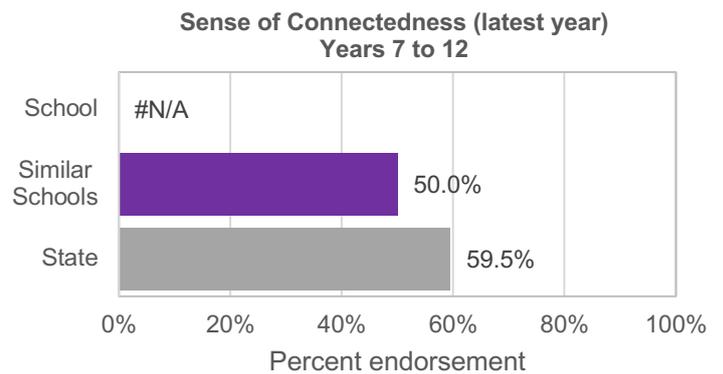
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	51.2%
Similar Schools average:	50.0%	49.4%
State average:	59.5%	55.3%



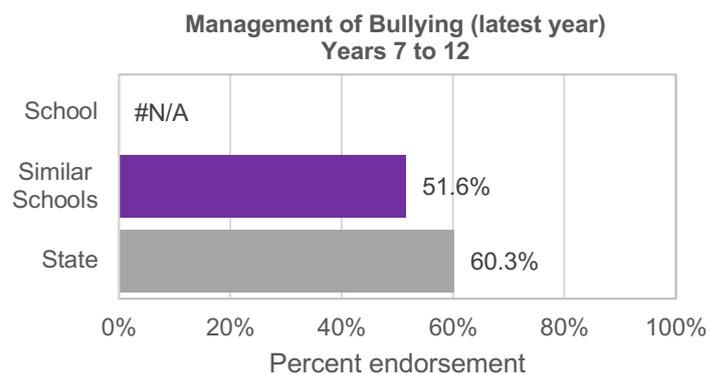
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.2%
Similar Schools average:	51.6%	52.4%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$6,519,908
Government Provided DET Grants	\$1,605,942
Government Grants Commonwealth	\$7,843
Government Grants State	\$24,093
Revenue Other	\$34,050
Locally Raised Funds	\$467,509
Capital Grants	NDA
Total Operating Revenue	\$8,659,344

Equity ¹	Actual
Equity (Social Disadvantage)	\$272,835
Equity (Catch Up)	\$50,152
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$322,987

Expenditure	Actual
Student Resource Package ²	\$6,695,927
Adjustments	NDA
Books & Publications	\$5,438
Camps/Excursions/Activities	\$76,434
Communication Costs	\$44,963
Consumables	\$196,603
Miscellaneous Expense ³	\$101,662
Professional Development	\$37,351
Equipment/Maintenance/Hire	\$115,664
Property Services	\$270,377
Salaries & Allowances ⁴	\$160,309
Support Services	\$196,344
Trading & Fundraising	\$76,725
Motor Vehicle Expenses	\$6,335
Travel & Subsistence	NDA
Utilities	\$75,790
Total Operating Expenditure	\$8,059,923
Net Operating Surplus/-Deficit	\$599,421
Asset Acquisitions	\$9,730

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,051,591
Official Account	\$35,540
Other Accounts	\$3,450
Total Funds Available	\$1,090,582

Financial Commitments	Actual
Operating Reserve	\$208,793
Other Recurrent Expenditure	\$61
Provision Accounts	NDA
Funds Received in Advance	\$90,607
School Based Programs	\$88,576
Beneficiary/Memorial Accounts	\$3,450
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$70,912
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$150,188
Capital - Buildings/Grounds < 12 months	\$55,082
Maintenance - Buildings/Grounds < 12 months	\$170,353
Asset/Equipment Replacement > 12 months	\$176,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,014,022

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.