

2017 Annual Report to the School Community



School Name: Leongatha Secondary College

School Number: 8745

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

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 Federation Training. A wide range of enhancement and enrichment activities are available for students such as international experiences, an excellent music program, leadership opportunities, public speaking and a 1:1 computer program across the School. In 2015 our ICT infrastructure was upgraded to allow us to encourage and manage a BYOD program across the school.

In 2017 there were 540 students enrolled in the school. The staffing profile consisted of 2 Principal Class positions, 40 equivalent full time Teaching staff, 6 Education Support staff and 1 full-time Wellbeing Coordinator.

Framework for Improving Student Outcomes (FISO)

After completing our review in Term 4 of 2016, our new Strategic Plan was written in Term 1 of 2017. The plan is closely aligned with the Framework for Improving Student Outcomes and has a focus on Excellence in Teaching and Learning, Professional Leadership and developing a Positive Climate for Learning.

The three goals developed for our new Strategic Plan (2017-2020) are as follows:

1. Improve student outcomes with a whole school focus on student writing and numeracy.
2. Build consistent and excellent teaching practice to improve student learning.
3. Support the development of a shared commitment to high expectations and growth.

Our work in 2017 focussed on developing the profiles of an Effective Teacher and Effective Learner, reviewing our processes and procedures around student absence and continuing our development of the use of Learning Intentions and Success Criteria. A school improvement team was elected by staff to investigate strategies to improve writing and numeracy outcomes for the students of LSC.

Achievement

Our VCE results were very positive in 2017, with five students achieving an ATAR score above 90. One student achieved a perfect study score of 50, and another 13 students achieved study scores of 40 or higher.

In 2017, 92% of our Year 12 students successfully completed their VCE. 84% of our VCAL students successfully completed their credits in 2017, and this was a very positive increase from 2016.

Our strong Year 9 NAPLAN results have continued for Reading, and we have shown an improvement in Numeracy results for the 2017 NAPLAN testing. We had more Year 9 students than similar schools in the top two NAPLAN Bands for Numeracy and Reading. In 2017 we also showed improvement in the learning growth achieved by students from Year 7 to Year 9.

Engagement



In 2017 we developed and implemented a new process to follow-up student non-attendance, and parent permission for student absences. This process involves the College Operations Manager sending weekly absence reports to year level co-ordinators, and a consistent approach to contacting parents regarding student absences. The results of this work has been a drop in the number of unexplained absences and an overall reduction in the numbers of days students are absent from school.

The retention rate for students remaining at school from Year 7 through to Year 10 continues to be above the state mean, along with the number of students from Years 10 to 12 who go on to further study or full-time employment

Wellbeing

In 2017 our staff survey results showed a significant improvement in results for staff psychological safety, staff professional safety and staff social behaviour. Areas of School Climate such as collective responsibility, teacher collaboration and staff trust in colleagues also showed positive improvements.

Our Student survey data for 2017 showed significant improvement in the areas of School Safety and Social Engagement. Students are reporting that they are positive about how the school is managing bullying issues and a much larger number of our students are not experiencing bullying. Junior school students are very positive about the transition program for Year 7 and for new students in other year levels and, overall, they are reporting that they have a strong sense of connectedness to the school.

For more detailed information regarding our school please visit our website at leonsec.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 540 students were enrolled at this school in 2017, 267 female and 273 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>54%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>56%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	52%	22%	Numeracy	31%	54%	15%	Writing	33%	52%	15%	Spelling	15%	54%	32%	Grammar and Punctuation	32%	56%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 92% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 54% VET units of competence satisfactorily completed in 2017: 57% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 84%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>92 %</td> <td>88 %</td> <td>89 %</td> <td>88 %</td> <td>91 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	89 %	88 %	91 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	89 %	88 %	91 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

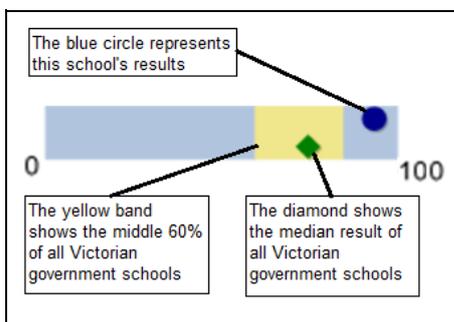
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

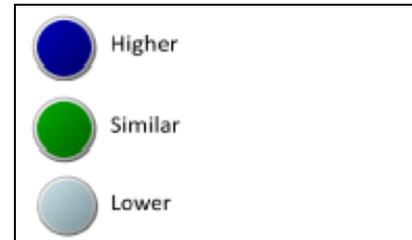


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



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

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,165,462	High Yield Investment Account	\$140,135
Government Provided DET Grants	\$732,274	Official Account	\$27,753
Government Grants Commonwealth	\$11,570	Other Accounts	\$37,131
Government Grants State	\$21,249	Total Funds Available	\$205,019
Revenue Other	\$72,857		
Locally Raised Funds	\$586,011		
Total Operating Revenue	\$6,589,423		
Equity¹			
Equity (Social Disadvantage)	\$176,071		
Equity (Catch Up)	\$59,563		
Equity Total	\$235,635		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,490,135	Operating Reserve	\$10,000
Books & Publications	\$8,014	Beneficiary/Memorial Accounts	\$3,468
Communication Costs	\$46,381	Revenue Received in Advance	\$76,784
Consumables	\$193,993	School Based Programs	\$1,065
Miscellaneous Expense ³	\$420,955	Region Coordination	\$2,434
Professional Development	\$41,118	School/Network/Cluster Coordination	\$84,466
Property and Equipment Services	\$259,753	Other recurrent expenditure	\$26,802
Salaries & Allowances ⁴	\$180,706	Total Financial Commitments	\$205,019
Trading & Fundraising	\$166,961		
Travel & Subsistence	\$9,928		
Utilities	\$85,954		
Adjustments	\$909		
Total Operating Expenditure	\$6,904,806		
Net Operating Surplus/-Deficit	(\$315,384)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



We continue our commitment to support all Leongatha Secondary College students. Despite a decrease in equity funding received for 2017, we have increased our programs and opportunities for those students in need. Our cash net operating deficit has decreased, and this, along with continued increase in student numbers, will be an advantage managing our 2017 staffing deficit. We anticipate a minimal staffing deficit for 2018, due to continued refining of staffing profile and programs. This will ensure increased opportunities for our students in future.

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.

