

2018 Annual Report to The School Community



School Name: Emerald Secondary College (8707)



- 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 2018 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 24 April 2019 at 07:46 AM by Jonathon Rogers
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 08:28 AM by Heike Reich (School
Council President)

About Our School

School context

Emerald Secondary College offers a quality secondary education. Our College is proud of the Strategic Direction which is driving forward the core mantra to provide 'Access to Excellence.' The vision has three key identifiable areas: Quality Teaching and Learning, Positive Relationships and Personalised Learning. Emerald Secondary College has 45.16 EFT teaching staff, 19.28 ES staff and 3 Principal Class Officers with a recorded SFO index within the Middle band. Our parent satisfaction data is stable with 67% of parents satisfied overall.

The College supports a professional learning environment that builds staff capacity and adds growth to both student and staff outcomes. Emerald Secondary College's Instructional Model has been embedded and aims to empower our staff and students to continue to develop Learning and Teaching outcomes ensuring consistency between classes and the use of High Impact Teaching Strategies.

The College offers a comprehensive curriculum from Year 7 through to Year 12 with a student focused Pathway approach supporting each student's interest, ability and aspiration for the future. This is supported by an additional acceleration pathway that can allow students access to University Courses at school to complement their Year 12 program.

Our College has a strong history of academic success with a high proportion of students being accepted into university or other tertiary institutions. We offer an extensive range of VCE courses in the Senior School complemented by vocational education opportunities including VET and VCAL. We are also proud to be an accredited Select Entry Accelerated Learning Program (SEAL) school for academically talented students from Year 7 onward.

Beyond the curriculum the College offers a range of opportunities for its students including: Student Voice and Leadership, Japanese Sister School Exchange Program, Telescopes In Schools, STEM Program, Instrumental Music Program, Visual Arts Program, Sport Aerobics, Volleyball Teams, Football Program, School Sports Program and a Camps and Outdoor Education Program.

Framework for Improving Student Outcomes (FISO)

In 2017 the College participated in a Priority Review to better understand the key areas to continue to develop and improve.

As part of this process, the College moved from the Strategic plan to a School Intervention and Implementation plan that focused on the Framework for Improving Student Outcomes area of 'Excellence in Teaching and Learning' with a focus on student achievement, curriculum planning and accurate assessment.

In 2018 FISO became a focal point of staff meetings with High Impact Teaching Strategies (HITS) being discussed regularly with staff. Peer observations and learning walks conducted by the School Leadership team also had a HITS focus bringing to life a document that highlights key areas for improving engagement and achievement of our students.

Achievement

The College is continually seeking improvement in all keys areas and has worked collaboratively as a community to continue to strive for 'Access to Excellence.' Literacy and Numeracy results for NAPLAN growth continue to see improvement, and the College has leaders in this area working to further improve student learning outcomes. Our NAPLAN results are continuing to be a focus for staff with an increased awareness of how these results can influence teaching and be used as a predictor for future success. 2018 Year 9 students achieved very good results for both the writing and reading section of NAPLAN with 10% and 21% of students sitting in the top two bands respectively, both results better than the state average.

Teacher understanding of student achievement in Maths continues to be a key priority with Teacher Judgements and accuracy of assessment improving through On Demand Testing and Teacher Professional Development in the Victorian Curriculum.

In our Senior School we are part of a network for 'VCE High Performance' where we are developing approaches

to ensure continued strong results aimed at maintaining and improving VCE outcomes. Through this project we are also providing Professional Learning targeted explicitly at improving VCE results beyond our current outcomes where we are ranked slightly above the median of other Victorian Government Schools. In 2018 our Year 12 cohort achieved 7.3% of study scores over 40. Our median study score was 28, we achieved 8 scores over 90 which equates to 12.5% and 15 scores in total over 80 which gives us an excellent 23.4% of these scores being above 80.

At Emerald Secondary College we recognise achievement continuously via the parent portal and each semester, Year Level Award Assemblies are held to recognise and promote academic excellence.

Engagement

Student engagement is a clear indicator for the College on its ability to develop and deliver a vibrant learning program placing its student engagement higher than like schools. The online Compass system has allowed us to work closely with families to reflect an accurate measure of student attendance and enable us to begin to develop positive strategies to improve student attendance as and when they arise. The College continues to maintain its focus on students attending school regularly via an Attendance Officer, Sub –school structure, regular monitoring via the Compass Parent Portal and the regular contact between our classroom teachers and the student's family.

Our student retention is similar to that in past years (4 year average). Data on exiting students who are moving onto either further studies or to full time employment is similar to that of other Victorian Government Schools. The College supports this important Pathways approach by ensuring that it is not only senior students who have a mapped careers profile but also students from years 7 to 9. The continued implementation of the Year 9 Connect Program, with a continuous focus on engagement, enables Emerald Secondary College to provide students with key interdisciplinary skills as well as supporting them with a range of specific social skills. Community engagement is something which we are proud of and the College will continue to find ways not only to provide a vehicle for ongoing communication, but also for increased growth and teamwork within partnerships for the relationship to prosper into the future.

Wellbeing

The College has a strong commitment to Wellbeing. One of the three College priorities is Positive Relationships and we have a Leading Teacher for Inclusion in this area to oversee a large team of staff offering supports for the social, emotional, physical and intellectual needs of the students.

We have an excellent Student Wellbeing Program which includes a large, diverse and highly skilled Counselling team, Peer Support, a Chaplain and Inclusion support. We also access a range of support services from Emerald Centre for Hope and Outreach (ECHO), St Luke's and Cardinia Youth Services to assist students to fulfill their potential.

The whole school Wellbeing program is supported by the recently opened Inclusion Centre that offers a range of supports for all the students at the College, and this includes a Sensory Garden designed and developed by the students.

In 2018 the College reviewed the PASE program (Personal And Social Education). It was determined that our approach to wellbeing programs could be adjusted for 2019. As such, the PASE program has been removed and the focus moving forwards is to engage the students through wellbeing days and targeted programs throughout the year. Staff, especially the sub school leaders, work closely with the Wellbeing team to develop an age appropriate program for students to engage with.

Financial performance and position

At Emerald Secondary College through the reviews and audits of its financial processes we have ensured that all funds are used to maximize student learning outcomes and student engagement opportunities.

Equity funding has been used to support and develop Literacy and Numeracy resources and supports including the employment and training of staff to support student learning within these areas.




Locally raised funds through parental payments and contributions further support students' access to learning programs and learning opportunities at the College.

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

Enrolment Profile

A total of 741 students were enrolled at this school in 2018, 363 female and 378 male.

1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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












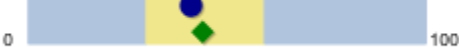
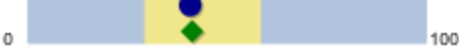




Performance Summary

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> Higher</p> <p> Lower</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> Lower</p> <p> Similar</p> <p> Similar</p>






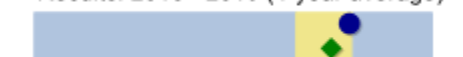



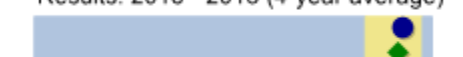


Performance Summary

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>	<p>Reading</p> <table border="1"> <tr> <td>39 %</td> <td>48 %</td> <td>13 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>48 %</td> <td>38 %</td> <td>15 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>43 %</td> <td>47 %</td> <td>10 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>41 %</td> <td>45 %</td> <td>14 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>33 %</td> <td>49 %</td> <td>18 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	39 %	48 %	13 %	Low	Medium	High	48 %	38 %	15 %	Low	Medium	High	43 %	47 %	10 %	Low	Medium	High	41 %	45 %	14 %	Low	Medium	High	33 %	49 %	18 %	Low	Medium	High	<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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																														
<p>Students in 2018 who satisfactorily completed their VCE: 96%</p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%</p> <p>VET units of competence satisfactorily completed in 2018: 86%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 83%</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</p> <p>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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1"><thead><tr><th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr></thead><tbody><tr><td>92 %</td><td>90 %</td><td>89 %</td><td>90 %</td><td>93 %</td><td>93 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	90 %	93 %	93 %	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	89 %	90 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$7,147,259
Government Provided DET Grants	\$879,008
Government Grants Commonwealth	\$9,017
Government Grants State	\$900
Revenue Other	\$37,470
Locally Raised Funds	\$760,891
Total Operating Revenue	\$8,834,545

Equity¹

Equity (Social Disadvantage)	\$137,648
Equity (Catch Up)	\$32,405
Equity Total	\$170,053

Expenditure

Student Resource Package ²	\$7,182,927
Books & Publications	\$2,083
Communication Costs	\$18,862
Consumables	\$140,162
Miscellaneous Expense ³	\$822,468
Professional Development	\$45,652
Property and Equipment Services	\$554,222
Salaries & Allowances ⁴	\$99,958
Trading & Fundraising	\$28,679
Travel & Subsistence	\$3,030
Utilities	\$130,190
Total Operating Expenditure	\$9,028,233

Net Operating Surplus/-Deficit	(\$193,688)
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Asset Acquisitions	\$57,669
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$7,959
Official Account	\$11,232
Other Accounts	\$200,902
Total Funds Available	\$220,092

Financial Commitments

Operating Reserve	\$220,092
Total Financial Commitments	\$220,092

(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 15 March 2019 and are subject to change during the reconciliation process.

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

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

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

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)

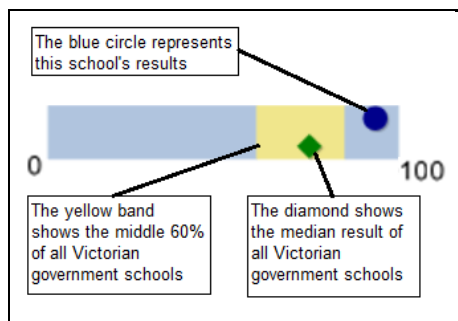
Engagement

- 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).

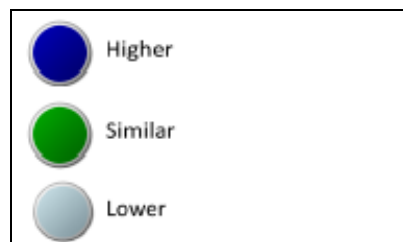


What does *School Comparison* refer to?

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*' or '*ND*' 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').