

2018 Annual Report to The School Community



School Name: Sandringham College (8739)



- 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 18 April 2019 at 09:30 AM by Amy Porter
(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 23 April 2019 at 05:46 PM by Andrew Barlow
(School Council President)

About Our School

School context

At Sandringham College we believe in developing young people of great character who upon leaving our school, demonstrate the desire and capacity to be a positive and active members of the local and global community in which they live.

Our Commitment:

- A focus on nurturing the whole person
- A culture of valuing creativity, curiosity and collaboration
- A passion for learning and teaching

What we do:

- We nurture the individual talents of our students and focus on programs that meet the needs of a diverse range of learners
- We challenge each other to excel in our pursuits
- We provide outstanding opportunities beyond the classroom to enrich learning

How we do it:

- We know our students as individuals
- We encourage our students to grow as young people as well as learners
- We ensure that student voice is heard and acted upon

Why we do it:

- We know that having a strong, rich and broad education supports young people to be successful adults
- We know that focusing on the whole person improves student capacity to achieve success now and in the future
- We know that young people are capable leaders and thinkers and we focus on empowering them to be confident citizens

Our school values:

Excellence, Integrity, Respect, Creativity, Community

In order to support students to achieve their goals we offer a broad and rich curriculum. Specialist Dance and Sports Academies, enhanced English, Humanities, Mathematics and Science for academically advanced students, a strong focus on the S.T.E.A.M (Science, Technology, Engineering, the Arts and Mathematics) combined with one of the widest VCE, VET and VCAL offerings in the state, ensure that all of our students are able to find their own individual pathway to success.

The College challenges all students to excel as active, responsible learners and members of the school and wider community. Learning within the classroom is complemented by a strong and vibrant co-curricular program. Philosophically the school believes that involvement in the broader school and local community leads to improved outcomes for students both within the classroom and in future life. Students are encouraged to participate in the College's performing arts program, the visual and creative arts including technology, leadership and sport.

In 2018 we completed phase one of its Masterplan, with the building of two state of art S.T.E.A.M learning centres: The Discovery Centre at the Bluff Road 7-9 Campus was opened in 2016 and The Innovation Centre at the Holloway Rd 10-12 Campus in 2018.

The school has the equivalent of one hundred full time staff: including 4 Principal Class, 4 Learning Specialists, 2 Leading teachers, 67 (EFT) Teaching Staff and 28 (EFT) Education Support Staff all of whom work as a

community to support the learning and growth of the students at our College.

Framework for Improving Student Outcomes (FISO)

In 2018 our focus has been on the FISO area of Improving Practice Excellence. At Sandringham College we recognise that improvement in student outcomes is driven by teacher capacity to deliver high quality classroom instruction. Under-pining excellence within the classroom is a strong collaborative approach to teaching and learning and the use of multiple forms of high-quality data to inform practice.

TARGET 1:

By the end of 2018 the College will have embedded explicit systems for teacher collaboration through structured, focused, Professional Learning Teams dedicated to challenging and improving teacher practice. Evidence of improvement in relation to this target will be the achievement within the Staff Opinion Survey with an aim of 5% growth or more in the areas of time to meet to share pedagogy and teacher collaboration.

TARGET 2:

By the end of 2018, 80% of teachers will assign accurate VELs (Victorian Essential Learning Standards) data based on multiple sources of classroom-based assessment, common Assessed Learning Tasks and other relevant data sources including NAPLAN, PAT and On Demand.

Both of the targets established in the 2018 Annual Implementation Plan have been achieved with the College being cited by DET as achieving high growth in the accuracy of the teacher judgement in assigning VELs outcomes. The Staff Opinion Survey data demonstrates growth in both of the areas identified. Particularly pleasing is the more than 10% increase in staff recognition of the provision of time to meet and collaborate and the development of a collaborative focus on teaching and learning.

Both of the FISO aligned targets established in 2018 have now been written into the new 2018-2021 Strategic Plan and the College will continue to ensure that teachers are supported to work together to develop curriculum and pedagogy, that there is a focus on highly effective assessment practices and that all teachers engage in the rigorous use of data in order to track student growth.

Achievement

Sandringham College students are performing at the expected level for the Victorian medians for English and Mathematics in Years 7-9 accordingly as confirmed by Year 9 NAPLAN results. VCE, VET and VCAL uptake is high and satisfactory completion is consistently above the state average. The VCE 'all study mean' of 28.3 is above state average and continues to grow.

The College's emphasis on teacher professional learning teams is aimed at improving student outcomes through the development of innovative teaching practice. The College continues to strengthen teaching and learning through the use of a school wide pedagogical model, the Department of Education's High Impact Teaching Strategies (HITS) and through a focus on the analysis and response to student data to track individual student growth.

The College seeks to develop resilience and independence in students by encouraging them to be active learners aware of their ability to achieve success through effort and perseverance. Student's conscious involvement in the assessment process, clarity of expectations and consistency in application of skills and knowledge are all aimed at improving student self-efficacy.

We continue to focus on improving outcomes for priority cohorts (including students with a disability) within our school through the targeted use of equity funding to run a literacy support program at Years 7-9 and one to one

opt in tutoring at Years 10-12. Our NAPLAN and VCE data demonstrate continued success with improving outcomes for students in our lower achievement bands of NAPLAN, VCE and VCAL.

Engagement

The College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling and particularly in Years 10-12, students are supported to develop their own pathway based on passion and future goals. There is a strong emphasis on increasing student motivation through ongoing improvement of curriculum offerings and pedagogy. A new Year 10 curriculum was successfully introduced in 2018 and a review of the 7-9 curriculum conducted with a completion date in early 2019.

The pathways and transition data for Sandringham College is sound. The majority of students completing the VCE aim to pursue a tertiary pathway and exit data shows that most students receive their first choice of a tertiary course at the end of Year 12. Real retention from Years 7-10 is an area for continued focus and forms a part of the school's regeneration project. Variations in the pathways data reflects the VETIS program run by the school which supports the enrollment and exit, on an annual basis, of high number of external students in the school's highly sort after Vocational Education and Training programs.

Students are engaged with learning and feel a strong connection to the school and their peers. The school continues to work with students to ensure that they feel supported. The redefined Year 10 program allows for early commencement of the VCE and greater student voice.

The College International Student Program continues to grow with 75 students enrolled Years 7 -12; this program is also adding cultural diversity and providing increased opportunities for students to become globally aware.

Attendance data at the school indicates the school is tracking at a similar rate to like schools. Attendance concerns are addressed holistically through engaging with relevant stakeholders. Student Managers at each year level support students with attendance concerns through parent interviews, student support plans and engagement with external agencies including Navigator.

Wellbeing

The wellbeing of students is a high priority at Sandringham College, and is supported by the respectful classrooms structures and a Safe Minds wellbeing approach across the College. The College is actively involved in the Resilient Youth Australia Project, a longitudinal study that provides the school with current data that can be used to support student wellbeing.

The College continues to support the wellbeing of students with the focus on a whole school approach to vision, mission and values linked to classroom management through the Respectful Classroom Model. Two full time student well-being coordinators are employed by the school and they focus on both counselling and broader cohort, year level, or campus specific wellbeing programs. Sandringham College has developed strong links with external mental health and wellbeing services so as to support student well-being in a comprehensive manner both on-site and externally.

Students are generally happy and attitudes to school data indicates that they feel secure in the school environment. Their level of contentedness at the College remains similar to the state average and the College continues to work closely with students and parents to proactively develop wellbeing and pastoral care from Years 7-12.

A dedicated focus on transition, through the allocation of human and financial resources supports new students

at the school. In 2018 a particular emphasis was placed on supporting Year 9 students to transition between campuses as they move from Bluff to Holloway roads and into their senior years of schooling.

Financial performance and position

Sandringham College has been working on consolidating its financial position in 2018 and the net financial position has continued to improve from previous years.

School budget resources come from a combination of local, state and federal contributions and are used to deliver a broad and varied curriculum, including VCE, VET and VCAL. The Net Operating surplus shows a consistent and planned approach to our financial responsibilities, whilst also being able to achieve significant improvement in grounds and maintenance projects – the highlights being the refurbishment of the Bluff Road Campus classrooms, upgrades to the high-end ICT equipment and facilitating improvement of the school grounds at both campuses.

To improve student outcomes Sandringham College has also invested hugely in 2018 in curriculum restructure/development in line with our new strategic school plan. Financial resources have also been targeted to support the specific needs of students achieving below expected standard in NAPLAN through the provision of a specialist Literacy and Numeracy support.

The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets and the College Council in providing direction for the coming year. Our College Parents' Association has again contributed to funds throughout the College including school welling program support, library seating and outdoor furniture.

THE FUTURE: In 2019 we look forward to the work of the Curriculum Team and the Wellbeing Team in their important role in supporting and improving student achievement.

For more detailed information regarding our school please visit our website at
www.sandringhamsc.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

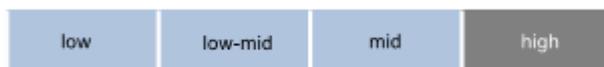
Enrolment Profile

A total of 970 students were enrolled at this school in 2018, 394 female and 576 male.

6 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).

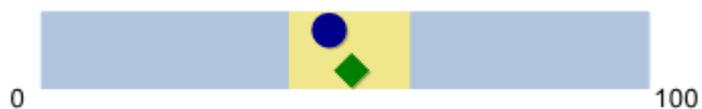
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

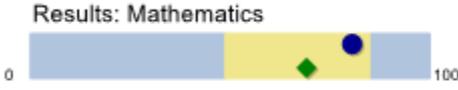
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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> 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>	<p>Reading Low: 22%, Medium: 55%, High: 23%</p> <p>Numeracy Low: 33%, Medium: 41%, High: 25%</p> <p>Writing Low: 28%, Medium: 39%, High: 34%</p> <p>Spelling Low: 27%, Medium: 46%, High: 28%</p> <p>Grammar and Punctuation Low: 28%, Medium: 56%, High: 16%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 21%, Medium: 50%, High: 29%</p> <p>Numeracy Low: 35%, Medium: 48%, High: 17%</p> <p>Writing Low: 19%, Medium: 57%, High: 24%</p> <p>Spelling Low: 25%, Medium: 48%, High: 27%</p> <p>Grammar and Punctuation Low: 26%, Medium: 51%, High: 23%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 95% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 40% VET units of competence satisfactorily completed in 2018: 87% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 91%</p>		

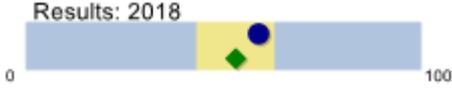
Performance Summary

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 2018 attendance rate by year level:</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>89 %</td> <td>88 %</td> <td>88 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	88 %	88 %	90 %	92 %	91 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	88 %	88 %	90 %	92 %	91 %									
<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> Lower</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: 

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		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,984,305	High Yield Investment Account	\$1,438,232
Government Provided DET Grants	\$1,539,176	Official Account	\$110,568
Government Grants Commonwealth	\$35,367	Other Accounts	\$64,986
Government Grants State	\$13,854	Total Funds Available	\$1,613,786
Revenue Other	(\$243,811)		
Locally Raised Funds	\$2,218,100		
Total Operating Revenue	\$12,546,990		
Equity¹			
Equity (Social Disadvantage)	\$43,875		
Equity (Catch Up)	\$32,725		
Equity Total	\$76,600		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,596,274	Operating Reserve	\$649,100
Books & Publications	\$7,311	Other Recurrent Expenditure	\$15,535
Communication Costs	\$44,910	Funds Received in Advance	\$445,813
Consumables	\$286,830	School Based Programs	\$286,833
Miscellaneous Expense ³	\$1,964,263	Beneficiary/Memorial Accounts	\$7,400
Professional Development	\$61,688	Funds for Committees/Shared Arrangements	\$33,458
Property and Equipment Services	\$914,218	Repayable to the Department	\$75,000
Salaries & Allowances ⁴	\$651,658	Asset/Equipment Replacement < 12 months	\$40,647
Trading & Fundraising	\$81,100	Capital - Buildings/Grounds < 12 months	\$60,000
Travel & Subsistence	\$40,578	Total Financial Commitments	\$1,613,786
Utilities	\$162,624		
Total Operating Expenditure	\$13,811,452		
Net Operating Surplus/-Deficit	(\$1,264,462)		
Asset Acquisitions	\$8,770		

- (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)

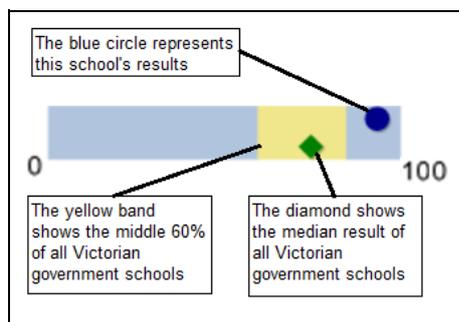
Engagement

- 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).

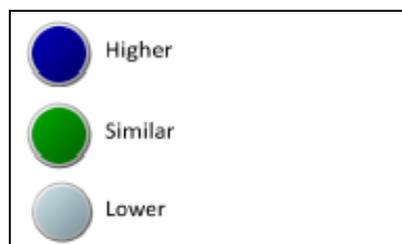


What does *School Comparison* refer to?

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').