

2019 Annual Report to The School Community



School Name: Ararat Secondary College (8753)



- 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 2019 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 21 April 2020 at 01:48 PM by Ellie McDougall (Principal)

The 2019 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 24 April 2020 at 02:03 PM by David Sanders (School Council President)

About Our School

School context

Ararat College is located in the Central Highlands Region of Victoria approximately 100 kilometres west of Ballarat and is a 7-12 co-ed College of 284 students servicing a large rural community. The College was established in 1913 as one of the state's earliest secondary schools. Students are transported to the College on six country buses from areas including Elmhurst, Armstrong, Willaura, Maroona, Moyston and Buangor. These distances vary from a few kilometres to up to over 40 kilometres. A variety of primary schools feed into the College, and the integration of students from small primary schools into a relatively large secondary college is a challenge, which the College believes it handles well. There are three state primary schools within Ararat, as well as a Catholic Primary School and a Catholic Secondary School.

College buildings are situated in attractive, spacious and well-kept grounds with areas of landscaping. The buildings include a VCAL Centre with adjacent outdoor classroom, Gymnasium, Library, Technology wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a VET Hospitality/Commercial Cooking Trade Training Centre, synthetic surface Multi-Sport Facility and a School Farm with onsite classroom. Significant maintenance and refurbishment work has been undertaken to ensure that the College's many old buildings remain functional and attractive and provide a high quality learning environment for our students.

Enrolment numbers have steadily increased more recently and based on projections are likely to continue to increase to over 320 in the coming years. Students come from a predominantly English speaking background, with Aboriginal and Torres Strait Islander students making up approximately 4% of the College enrolment. Approximately 57% of our students are from low socio-economic family backgrounds. The school currently has an SFOE of 0.5657. The College works extremely closely with the local government primary schools to ensure a supported and effective transition for students into the secondary school setting, these strong relationships also assist with continuity of learning within the curriculum. The aspiration levels of young people in the Ararat area has been identified at the state level to be extremely low, working with a number of local stakeholders the College continues to address this and support students to raise their aspirations and therefore motivation towards their education.

The staff profile has changed significantly over the last four years. A number of new teachers have been employed, which has included two Teach for Australia Associates, and a number of experienced staff have retired. The College's Leadership Team includes the Principal, Assistant Principal, three Leading Teachers, two Learning Specialists and the Business Manager. Approximately 29% of the teaching staff are part time. The College has a diverse and multi-skilled staff that work hard to provide an engaging and challenging program for all students. The College has enlisted the services of two Learning Specialists and also employs a large number of Education Support staff to assist with our high number of PSD and equity funded students. Staff succession planning continues to remain a high priority.

Ararat College is a school with strong traditions. In a caring, well-disciplined atmosphere, the college sets high standards in all aspects of student endeavour, behaviour and attire. Dedicated and talented teaching and support staff deliver engaging education opportunities to all students. Ararat College, in partnership with the community, provide an education that empowers young people to find their voice and thrive in any endeavour with respect, responsibility and excellence. The College makes a feature of encouraging, recognising and celebrating academic excellence, student leadership and co-curriculum participation.

A comprehensive range of co-curricular activities are offered to students, including instrumental music, media programs, camps, State School Spectacular, band, theatre/musical production and sport programs. This supports the growth of students into confident, successful and contributing citizens. Our current parent survey summary data demonstrates that Ararat College is performing ahead of Victorian government secondary schools in terms of general satisfaction from families and this is supported by staff according to the results for School Climate as reported in the School Staff Survey, where results are also slightly above that of all Victorian government schools.

With commitment and support from staff and the community Ararat College looks to the future with great confidence and excitement.

Framework for Improving Student Outcomes (FISO)

In 2019 Ararat College focused on the first two goals within the Strategic Plan and more specifically the key improvement strategies of continuing to build and embed our whole school instructional model as well as developing and embedding a student agency model. This links directly to the FISO dimensions of 'Building Practice Excellence' and 'Empowering Students and Building School Pride'. These focus areas built upon the focus of literacy that had commenced in 2018, a review of our current literacy intervention program was completed and as result staff were trained in MacqLit and this was introduced to the school, all staff participated in a whole school professional development on writing across the curriculum, learning walks and peer observation were scheduled into daily practices and a whole school data wall was created. There was an active focus on providing our students with opportunities to have input into their learning and also school decisions. Our student leaders played a key role in the development of our new school values and mission statement, they were also valued contributors on our learning walks and provided feedback through focus groups, in relation to our PIVOT and Attitude to School data.

Achievement

Achievement in relation to student learning gain was a highlight of the school's performance in 2019. Our collective NAPLAN results in this area have shown strong improvement and have been something that has been celebrated across the school. Within our Strategic Plan all targets in relation to NAPLAN were either met or partially met. These results have enabled staff to continue to build their data literacy and more actively practice data triangulation and the use of formative assessment to direct their teaching. We will continue to focus heavily on student achievement, particularly student learning growth and providing our students with a foundation that allows them to exceed their academic potential. A key driver of this work will be the implementation of professional learning communities, PLC leaders have completed training with Harvard University which will be the foundation of this work, which is also developing middle leadership across the school. Our VCE students finished 2019 with a 100% completion rate and all VET units were satisfactorily completed by students. The continual cycle of targeted and focused professional learning to staff is essential to the progression of the school in this area. Students will also play a key role in directing areas for improvement and further ways we can deepen their engagement with their learning and their connection to the school.

Engagement

Throughout 2019 we continued to work closely with the DET Area Staff to ensure our processes and policies in relation to attendance remained appropriate and exemplary. Whilst our student absence days are still higher than what we would like, we did see improvement throughout the year. Unfortunately a small number of students with chronic attendance data continue to impact the overall school data. We implemented attendance and positive behaviour awards and certificates, celebrating and recognising students that demonstrate behaviours that align with our school values and those that attend school regularly and the subsequent positive impact this has on their learning. In 2020 we are working directly with Navigator, CGLLEN and SFYS to provide targeted intervention to students whose attendance begins to decline. The AWE (assessing wellbeing in education) survey provides rich data that our wellbeing team can use to provide direct support to students that are identified, with the intention being early intervention before a decline in overall school attendance. As a school we continue to offer an extensive range of high quality and diverse extra-curricular programs, our students have input into these programs which ensures they remain current in meeting their needs. A highlight of 2019 was our VCAL team being recognised by the VCAA for their excellence in creating partnerships throughout our local community, the program within our VCAL curriculum provides great learning outcomes and hands on learning opportunities for our students. Our student retention data demonstrated a very positive trend, performing above other similar schools in this measure.

Wellbeing

The 2019 Attitude to School Survey data saw an overall improvement in results for 2019, this resulted in all but one target in our 2019 AIP being fully met in this area. Changes were made to our student leadership structure, with

applications for our School Captain positions opened up to the Year 11 and 12 cohorts. Students in Year 7-11 were also invited to apply for our Vice School Captain positions or a spot on our Student Leadership Executive, this has resulted in a broader representation of students leading our whole school student leadership team and has seen a positive response from students. As a school we have an extensive number of processes and supports in place to manage the often complex wellbeing needs of our students so that they are ready and able to learn when they are in their classes. In 2019 our school Youth Worker introduced a program based around the 'Zones of Regulation', this was aimed at Year 7 students transitioning into secondary school and supported them in the development of their self-regulation and emotional control. So far the feedback and subjective data from this program has been very positive. We are a part of the Doctors in Schools Program, make constant use of the State Schools Relief foundation and have a high percentage of staff with their First Aid and CPR qualifications as well as completing professional learning in areas relating to Youth Mental Health.

Financial performance and position

Throughout 2019 we have continued to focus on improving current facilities and equipment for the benefit of students and staff. This has resulted in the development of the School Farm Campus with the cost for the RAL building relocation onsite totalling \$190,352.30 with additional expenses including the installation of the septic tank and a furniture fit out totalling \$10,944.86. Maintenance works to school buildings totalled \$117,472.69 which included upgrading the male, female and staff showers in the gymnasium, painting to the west wall of the canteen building, an upgrade to the schools security system and installation of a new key system, replacing electronic keys due to OHS issues. We were also successful in obtaining funds through the VCE Collaboration Fund, in partnership with Nhil College and Goroke College. This money was used to subsidise the purchase of a Cisco Webex board and provide training to staff on effective and engaging virtual delivery. As a small rural school we rely on virtual learning to offer our senior students a broad range of subjects. Equity funding at Ararat College is used to support our students through the implementation our intervention programs - this includes MacqLit and Quicksmart Numeracy, employment a full time Youth Welfare Officer, a part-time Counselor and a full time Attendance Officer and for the provision of Edrolo in the Senior School. At the end of the calendar year, the college had a surplus of \$29,269.00. This was considerably lower than previously years, due to excess of Education Support Staff impacting our payroll commitments.

For more detailed information regarding our school please visit our website at
<http://www.araratcc.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

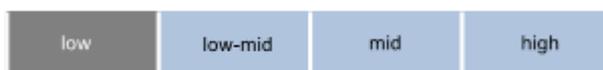
Enrolment Profile

A total of 285 students were enrolled at this school in 2019, 127 female and 158 male.

ND were EAL (English as an Additional Language) students and 4 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.



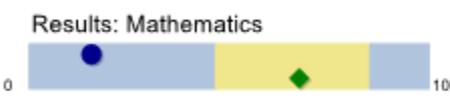
School Staff Survey

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

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **45%**
 VET units of competence satisfactorily completed in 2019: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **58%**

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:

Key: Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>												
<p>Average 2019 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>90 %</td> <td>78 %</td> <td>85 %</td> <td>80 %</td> <td>79 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	78 %	85 %	80 %	79 %	87 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	78 %	85 %	80 %	79 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison: ● Above ● Similar ● Below	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆			
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019

Revenue	Actual
Student Resource Package	\$4,330,802
Government Provided DET Grants	\$856,880
Revenue Other	\$86,904
Locally Raised Funds	\$377,865
Total Operating Revenue	\$5,652,450

Equity ¹	
Equity (Social Disadvantage)	\$377,968
Equity (Catch Up)	\$42,885
Equity Total	\$420,853

Expenditure	
Student Resource Package ²	\$4,298,834
Books & Publications	\$2,551
Communication Costs	\$24,634
Consumables	\$159,737
Miscellaneous Expense ³	\$142,649
Professional Development	\$116,065
Property and Equipment Services	\$432,659
Salaries & Allowances ⁴	\$146,745
Trading & Fundraising	\$87,580
Travel & Subsistence	\$12,949
Utilities	\$73,589

Total Operating Expenditure **\$5,497,992**

Net Operating Surplus/-Deficit **\$154,459**

Asset Acquisitions **\$218,470**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$2,624,672
Official Account	\$31,750
Other Accounts	\$69,102
Total Funds Available	\$2,725,524

Financial Commitments	
Operating Reserve	\$179,765
School Based Programs	\$1,269,835
Beneficiary/Memorial Accounts	\$48,196
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$177,753
Total Financial Commitments	\$1,875,548

- (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 26 February 2020 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)

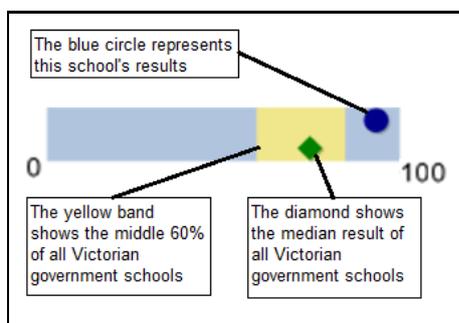
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').