

2017 Annual Report to the School Community



School Name: Tarneit Senior College

School Number: 8854





About Our School

School Context

Tarneit Senior College – ‘Integrity, Innovation & Focus’.

Tarneit Senior College is located in a developing area of Werribee, approximately 25 kilometres from the Melbourne CBD. Our feeder schools are local P-9 colleges, including Baden Powell College, Truganina P-9 College and Tarneit P-9 College. Significant enrolment also comes from new families moving into Tarneit. The college is experiencing a period of sustained growth for both the suburb and school over the next 5 to 10 years. Stage 2 construction began in late 2017.

The school had 47 equivalent full-time staff: 3 Principal class, 35 teachers and 9 Education Support Staff in 2017. Comprehensive curriculum, pathways and transition programs enable the College to cater for the academic and vocational needs of students. The college offers a wide range of VCE, VET and VCAL programs. There is emphasis on the social, emotional, cultural and academic needs of our students in order to develop their full potential. Through a caring and safe ‘House’ structure; individual students are encouraged to think, reflect and develop into successful learners so that they can take their place in society as informed, responsible and active members of the community of Tarneit and beyond.

Tarneit Senior College is defined by:

- A well balanced curriculum program that utilizes purposeful and explicit teaching aimed at empowering students to be active learners, striving for personal excellence and ongoing growth and development
- Challenging, innovative and creative approaches in learning and teaching practices that embrace a full range of post compulsory pathways for Years 10 to 12 students
- The participation of staff in professional learning teams focussed on subject expertise and high level understanding of students
- Shared educational responsibility between parents, staff and students
- Effective channels of communication that promote trust, positive interactions and strong links with the wider community

Framework for Improving Student Outcomes (FISO)

FISO focus for 2017 included the following elements:

- Excellence in teaching & learning
- Positive climate for learning
- Community engagement in learning

The college invested significant sums of Equity Funding into a targeted well-being approach to support our students and community. This approach revolved around the creation of a strong, culturally appropriate well-being team with trained practitioners.

Our teaching & learning focus included an emphasis on developing the literacy and numeracy technical skills of our new Year 10 cohort. This involves a 50% increase in time spent in literacy and numeracy related subjects at this year level.

We have a continual focus on improving Yr12 ATAR results. This approach focusses upon improving teaching & learning delivery and the use of data to understand then improve our work.

Achievement

Tarneit Senior College strives to improve student learning in all aspects of post-compulsory curriculum. Teachers ensure consistent and accurate judgements against AUSVELS, VCE & VCAL criteria through collaboration and the considered use of data. This informs our planning for learning requirements of our students and provides accurate information to parents. This information is delivered through 3-weekly reporting to students and parents, Semester reports and termly Parent/Teacher interviews.

Staff are committed to developing teaching skills and to improving the learning outcomes of all students. Staff work in professional learning teams and are involved in a systematic plan to develop our curriculum through Scope & Sequencing practices. School Leaders provide coaching and mentoring to colleagues.

2017 was our fourth year of operation of Year 12 VCE & VCAL. Results indicated that the college achieved to a ‘similar’ level to ‘like schools’ in 2017. The college obtained an improved result concerning our VCE results in 2017, factors such as additional experience in delivery of curriculum, strong reflection on 2016 results and Yr12 attendance rates positively impacted upon this result. The college expects continued improvement in 2018.



Engagement

Tarneit Senior College provides an environment to support and develop student engagement and wellbeing. The conduct code ensures a consistent approach to student management.

Student attendance is a key focus to establish a culture of attendance amongst our college community. Attendance rates are encouraged through innovative curriculum programs, including the use of ICT in all classrooms, community involvement activities and student leadership programs. To this end; the college has completed the installation of interactive whiteboards in all classrooms and there is a student computer ratio of 1:1.

Wellbeing support to students is enhanced with the appointment of student counsellors and teacher wellbeing co-ordinators, including a CAPs Counsellor and strong Well-Being team including Leading Teacher Student Support, Psychologist, Youth Worker, Social worker & School Lawyer.

The college seeks and responds to feedback from parents and students and acts promptly to support students if critical needs arise.

Both our Parent Opinion and Students Attitudes to School survey data are positive and reflect that the college is actively engaging with our community.

The college applies a '90% Attendance' requirement for all students. This is supported through our Engagement & Well-being processes, Attendance Officers and the provision of 'attendance redemption' programs for students at risk of not achieving this level of attendance. All year levels overall attendance rates were in excess of 90%.

Wellbeing

The college created a fully functioning Well-Being team in 2016. This team included a SWC, Psychologist, Youth Worker and two Cultural workers all based in a purpose designed Well-Being Centre. During the course of 2017, 320 out of our 510 students were actively supported by the Well-Being team.

The college works with our feeder p-9 colleges to ensure smooth transition into the later years of schooling. These relationships aim to transition students arriving at the college without disruption to learning. New arrivals to the community complete transition processes as well. The college has a Leading Teacher – P-9 Liaison who works closely with our feeder schools throughout the year.

Internally, the college is working to capture essential information as students develop and uses a student mapping tool for this purpose. Future students attend a number of transition & commencement sessions. Close relationships are formed with our feeder P-9 schools to support our future students.

Pathways support staff and our CAPs Counsellor assist students to achieve personal goals for their future. Provision of a wide range of opportunities to select and complete courses in VCE, VCAL & VET streams create opportunities for our students.

The adoption of a 'House' structure in 2015 enabled the college to enhance the sense of belonging our students feel towards their school; this structure continues and is now a key component of our well-being strategy.

Continued spending of 'Equity Funding' with a specific focus on student well-being will further strengthen our well-being approaches.

As stated above, Wellbeing support to students is enhanced with the appointment of student counsellors and teacher wellbeing co-ordinators, including a CAPs Counsellor and strong Well-Being team including Leading Teacher Student Support, Psychologist, Youth Worker, Social worker & School Lawyer.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 512 students were enrolled at this school in 2017, 259 female and 253 male.</p> <p>42 percent were EAL (English as an Additional Language) students and < 10 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>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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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 style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</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 style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>

Students in 2017 who satisfactorily completed their VCE: 97%
 Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 9%
 VET units of competence satisfactorily completed in 2017: 76%
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 89%

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" data-bbox="564 954 1023 1048"> <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>NA</td> <td>NA</td> <td>NA</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	91 %	90 %	90 %	<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>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	91 %	90 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</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: 2017</p>	<p>No Data Available</p>
		<p>No Data Available</p>

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)

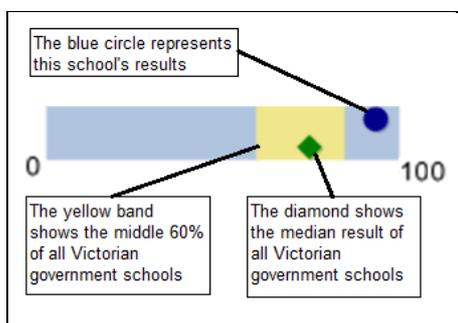
Engagement

- 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).

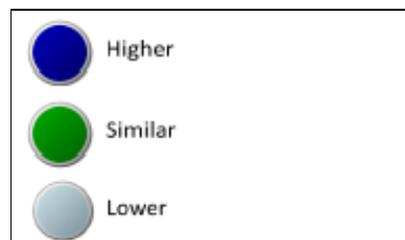


What does *School Comparison* refer to?

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

The college is in a strong financial position. We operate with a surplus and have done so since our first year of operations. By maintaining Budgets with this budgetary view in mind, the college is able to fund our curriculum and other college expenses effectively whilst not slipping into a deficit position.

Equity Funding continued to be directed towards student well-being support in 2017. A team of staff including Psychologist, Student Welfare Coordinator, Youth Worker, School Lawyer and Aides were funded to ensure significant support for our students.

Funds put aside for our Stage 2 development in long term accounts have resulted in significant interest payments which has further enhanced our financial position. These monies will be directed into outfitting Stage 2 buildings once completed. The college moved into the construction phase of Stage 2 building during 2017.

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	\$5,942,545	High Yield Investment Account	\$152,222
Government Provided DET Grants	\$1,089,073	Official Account	\$154,516
Government Grants State	\$38,195	Other Accounts	\$896,323
Revenue Other	\$48,504	Total Funds Available	\$1,203,061
Locally Raised Funds	\$274,649		
Total Operating Revenue	\$7,392,966		
Equity¹			
Equity (Social Disadvantage)	\$783,093		
Equity (Catch Up)	\$62,038		
Equity Total	\$845,130		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,911,319	Operating Reserve	\$213,255
Books & Publications	\$5,331	Asset/Equipment Replacement < 12 months	\$120,000
Communication Costs	\$33,532	Maintenance - Buildings/Grounds incl SMS<12 months	\$125,000
Consumables	\$253,157	Revenue Received in Advance	\$130,297
Miscellaneous Expense ³	\$347,319	Repayable to DET	\$460,000
Professional Development	\$120,892	Other recurrent expenditure	\$60,009
Property and Equipment Services	\$447,146	Asset/Equipment Replacement > 12 months	\$19,500
Salaries & Allowances ⁴	\$48,063	Capital - Buildings/Grounds incl SMS>12 months	\$75,000
Trading & Fundraising	\$26,958	Total Financial Commitments	\$1,203,061
Utilities	\$40,675		
Total Operating Expenditure	\$6,234,392		
Net Operating Surplus/-Deficit	\$1,158,574		
Asset Acquisitions	\$42,467		



- (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.

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.