

2018 Annual Report to The School Community

School Name: Hume Central Secondary College (8862)



- 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 23 April 2019 at 04:45 PM by Irene Iliadis (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 24 April 2019 at 01:21 PM by Robert Hodge (School Council President)

About Our School

School context

Hume Central Secondary College was established in 2008 and is a culturally rich and diverse Learning Community that is committed to educational excellence.

The College Vision is to develop and encourage in students a love of life-long learning, while equipping them with the skills, qualifications and personal attributes they need for a purposeful and fulfilling life beyond school. The guiding principles are reflected in the College Logo: 'Diversity' - Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all; 'Achievement' - Supporting all our students to achieve their personal best; and 'Success' - Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school. The College has 159.63 EFT Staff, 7 Principal Class, 109.10 Teachers & 43.53 Education Support Class.

The academic success of our students is ensured by a completely re-designed Year 7-10 Curriculum, as well as dedicated teachers and support staff to teach and nurture students. Our focus is on keeping all students engaged and interested in their education so they stay on to successfully complete Year 12. Our recent success in VCE, VET and VCAL can only happen when our students and teachers work together.

The class of 2018 achieved outstanding VCE results. The median VCE study score increasing from 23 to 26, and the percentage of study scores above 40 moving from 1.9 to 3.6 percent. Additionally, our exam data showed significant growth with 39 students achieving an exam result of A/A+, with a median study score of 26. Over 70% of graduating students received a tertiary offer (University or TAFE course or an apprenticeship program). A further 10% engaged in full-time employment and the remainder of students engaged in part-time employment, seeking employment or pursuing overseas travel.

Framework for Improving Student Outcomes (FISO)

Our self-assessment against the FISO continuums and Professional Learning Community (PLC) maturity matrix indicated that Hume Central Secondary College has many strengths: a strong, established culture of collaboration; focus on student achievement, a guaranteed and viable curriculum including common assessment tasks and analytic rubrics; moderation practices occurring across all subject areas; an Explicit Instructional Model in place and peer coaching practices embedded.

To achieve further, continuous improvement, we identified that our focus for our School Strategic Plan (2018–2021) needs to be on learning growth/progress, supporting teacher teams to diagnose student and teacher learning needs through the use of common formative assessments and well-designed developmental continuums. Building the capacity of teacher teams to engage in evaluative practice, in particular the use of evidence, including student feedback and student perception survey data, as the basis for rigorous, improvement-focused collaboration.

Achievement

Hume Central is proud of the achievements of our students. Student learning outcomes have been improving, and overall our performance is near to or at the same level as similar schools. Our students at Year 11-12 who satisfactorily completed VCAL are above state means. Our NAPLAN results have shown a steady improvement over the last 4 years.

Student Learning will be further supported by:

- Appointment of 7 Learning Specialists across 3 Campuses
- Use of low SES funding to build teacher capacity in improving student outcomes for all learners
- On-going review and refinement of Curriculum

Commitment to a range of extension and intervention programs to challenge and support students Year 7-12 academically, socially and emotionally.

Engagement

Hume Central Secondary College is committed to maximising student participation with a clear focus on achieving 100% attendance rates across all year levels. The College is equally committed to achieving outstanding completion rates. The number of students exiting to further studies and full time employment are about the same result for similar schools. The further development of the VCAL/VET and links with TAFE programs has been encouraging with disengaged students staying and remaining in education.

Student Pathways & Transition will be further supported through the following actions:

- Expose students through internal and external careers opportunity to grow aspirations
- Challenging and engaging curriculum to develop skills and study habits
- Further development of VCE, VCAL and VET options for engaging students
- Increased opportunities for student agency through STEM and Applied Learning 7-12

Comprehensive use of CAP's for all Year 9, 10, 11 and 12 students.

Wellbeing

Our student attendance records reflect outstanding improvement and above 'like schools' in Victorian government schools, however, further improvements are targeted for 2019. Our student survey opinion on teacher effectiveness and empathy, stimulating learning, school connectedness and student motivation are above that of similar schools. An outstanding achievement.

Our College is focused on improving the social and emotional skills of our students in recognition of the fact that these are essential for success in learning and life. This is being achieved through a sustained, College-wide focus on further improving and enriching relationships between teachers and students; amongst students; and between parents and our College.

The College-wide implementation of the School-wide Positive Behaviour Program since 2015 highlights the behaviour we value in our students and the College climate we seek to develop for our College. Student engagement and wellbeing will be further supported through the following actions:

- Strategies to further improve and build positive staff/student relationships
- Expected behaviours explicitly taught across all classes
- Recognition, reward and encouragement of positive student behaviours and learning strategies
- Recognition and encouragement of student leadership and student voice and agency across the College
- Promoting regular attendance to a target of 100% for all students with increased student and family engagement in the process
- Student academic & attendance progress reports every 3/4 weeks throughout the year.

Financial performance and position

During 2018 Hume Central Secondary College continued to use resources to support teaching and learning. The annual budget was designed to meet the learning needs of all of our students as addressed in the 2018 AIP and the School Strategic Plan 2018-2021.

The 2018 financial results included further upgrades and enhancements to the Facilities. The upgrades demonstrate to the wider Community, the value and commitment placed by the College to provide facilities that not only meet good standards but are in addition, aesthetically pleasing and enhance comfort and school pride for our community: students, staff and community members alike. Significant investment has been made in this area, enhancing the comfort, wellbeing and OH&S requirement of our learning community including increasing learning spaces, installation of air conditioning in learning spaces, and enhancement of sporting grounds. The College has a commitment to ensuring students have a safe and well maintained learning environment.

School Council continues to subsidise the Year 7 to 12 PLD Program, that enables students access to 24/7 learning. School Council has also continued to service and supply the buses for use by the learning Community and continues to subsidise the cost of Camps and Excursions, along with the Sporting Program. The Music Program has continued to grow, highlighting the talents of students and providing an opportunity to appreciate the Arts, enhance academic achievement and promote personal development in and beyond the classroom. School Council continues to endorse strategies to facilitate parent contributions for essential service fees, where affordable. The College will continue to support families experiencing hardship.

Staff were provided with continued intensive professional development in 'Literacy for Learning', as well as extensive opportunities for staff development with the engagement of experts such as Brian Dare (LFL); Bev Derewianka (Literacy/EAL expert-Wollongong University) and a number of Regional Community of Practice (COP) which focus on teacher practice. School Council has continued to support the investment of resources into the School Wide Positive Behaviours Program, which continues to engage students and reduce interruptions to learning.

The investment of the Equity Funding is continuing to support the varying individual needs of students and ensuring that all opportunity for 'catch up' is provided. The workforce plan has seen the employment of more Youth Workers; a Speech Pathologist and additional MEA's and learning across all areas of learning and wellbeing to support individual students. The Doctors in School initiative is well underway and has proven to be extremely successful. So much so, that additional hours have been offered.

For more detailed information regarding our school please visit our website at
<https://www.humecentralsc.vic.edu.au>

ACHIEVEMENT DIVERSITY SUCCESS

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1121 students were enrolled at this school in 2018, 476 female and 645 male.

69 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.7	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.5	51.5	41.4	61.2



Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	78.5	79.1	64.9	89.9	Higher
Mathematics	56.2	69.4	49.3	85.5	Higher

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	20.2	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	20.0	50.8	37.5	66.7	
Year 9	Reading (latest year)	18.6	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	17.4	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	17.5	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	17.9	51.4	38.1	66.0	
Year 9	Reading (4 year average)	14.4	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	13.0	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	39.3	50.0	10.7
Year 5 to 7	Numeracy	53.8	34.2	12.0
Year 5 to 7	Writing	33.9	47.6	18.5
Year 5 to 7	Spelling	34.1	48.0	17.9
Year 5 to 7	Grammar and Punctuation	38.2	50.4	11.4
Year 7 to 9	Reading	29.9	52.3	17.8
Year 7 to 9	Numeracy	25.2	55.0	19.8
Year 7 to 9	Writing	38.8	45.7	15.5
Year 7 to 9	Spelling	28.9	43.0	28.1
Year 7 to 9	Grammar and Punctuation	28.1	54.4	17.5

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	25.8	27.1	25.3	29.7	Higher
Mean Study Score (4 year average)	24.8	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **90 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **37 percent**.

VET units of competence satisfactorily completed in 2018: **91 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **66 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	25.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	24.2	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	87	86	86	88	89	89

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	61.0	75.0	66.7	81.7	Similar
Retention (4 year average)	59.0	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	94.3	91.7	83.1	99.3	Similar
Student Exits (4 year average)	97.4	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	55.1	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	57.0	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	57.5	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	58.6	56.0	47.5	66.4	Similar



Financial Performance and Position

FINANCIAL PERFORMANCE

OPERATING STATEMENTS SUMMARY

FOR THE YEAR ENDING 31 DECEMBER, 2018

Expenditure	Actual
Student Resource Package ²	\$15,475,576
Adjustments	\$23
Books & Publications	\$20,373
Communication Costs	\$60,550
Consumables	\$346,025
Miscellaneous Expense ³	\$1,323,308
Professional Development	\$55,028
Property and Equipment Services	\$1,865,792
Salaries & Allowances ⁴	\$255,026
Trading & Fundraising	\$63,598
Travel & Subsistence	\$15,472
Utilities	\$309,399
Total Operating Expenditure	\$19,790,170
Net Operating Surplus/-Deficit	\$2,321,277
Asset Acquisitions	\$85,226
Equity ¹	Actual
Equity (Social Disadvantage)	\$3,373,311
Equity (Catch Up)	\$0
Transition Funding	\$172,335
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,545,645

Revenue	Actual
Student Resource Package	\$17,795,992
Government Provided DET Grants	\$3,660,715
Government Grants Commonwealth	\$23,689
Government Grants State	\$38,900
Revenue Other	\$135,066
Locally Raised Funds	\$457,087
Total Operating Revenue	\$22,111,447

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$297,848
Official Account	\$68,785
Other Accounts	\$1,166,400
Total Funds Available	\$1,533,033

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$309,611
School Based Programs	\$719,706
Beneficiary/Memorial Accounts	\$13,662
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$159,232
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$255,822
Asset/Equipment Replacement > 12 months	\$65,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,533,033

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').