

2020 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 2020 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 29 April 2021 at 10:47 AM by Jeffrey Mulcahy (Principal)

The 2020 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 29 April 2021 at 11:00 AM by Robert Hodge (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to represent information more clearly and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- *Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).



What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or *'NDA'* mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').



About Our School

School Context

Hume Central Secondary College is a three campus co-educational secondary college that was established in 2008 and is a culturally rich and diverse learning community that is committed to educational excellence. The College has three campuses:

Dimboola Road Campus - Year 7-9

Blair Street Campus - Year 7-9

Town Park Campus - Year 10-12

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 motto is “Responsible, Respectful Learners” which emphasises the focus on preparing students for lifelong learning. 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

Success - Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school.

The College has 184.1 EFT Staff, 8 Principal Class, 119.10 Teachers, 3.2 Para Professionals & 53.8 Education Support Class. The academic success of our students is ensured via a guaranteed and viable curriculum at all year levels which has been developed by our dedicated teachers and support staff to achieve our goal of providing engaging learning for our students and creating an environment where every student feels safe and respected.

Our focus is on keeping all students engaged in their learning pathway so that they remain engaged in learning to successfully complete Year 12. Our recent success in VCE, VET and VCAL can only happen when our students and teachers work together. Providing opportunities for staff to collaborate and contribute within Professional Learning Community teams is a priority to the College. We aim to ensure that all our students are prepared for a successful transition to a sustainable post-school destination.

The class of 2020 achieved outstanding VCE results. The median VCE study score was sustained at 26 for the third consecutive year. The percentage of study scores above 40 reduced from 2.8% to 0.4%. Exam data showed significant growth with 54 students achieving an exam result of A/A+. More than half of our VCE students achieved an ATAR above 50. The mean ATAR score was 51.89. Over 75% 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.

The College’s approach to remote learning throughout 2020 sustained positive student engagement in learning and maintained a strong connection between the school and its community. Families were contacted regularly by a Remote Learning Mentor and significant support was provided to ensure that students had access to appropriate technologies. This process assisted in developing partnerships between parents/carers and school staff and enhanced school climate as demonstrated by positive endorsement in the areas of parent and community involvement and trust in students and parents. 2020 data showed a 10% increase in both of these areas in the staff survey.

Framework for Improving Student Outcomes (FISO)

Our self-assessment against the FISO Continua of Practice for School Improvement and the Professional Learning Community (PLC) maturity matrix indicates that Hume Central Secondary College has many strengths:

a strong, established culture of collaboration;

- focus on student achievement, a guaranteed and viable curriculum which is clearly documented including common assessment tasks and analytic rubrics;
- moderation practices occurring across all subject areas;
- the use of an Explicit Instructional Model in place and peer coaching practices embedded;
- a positive school climate with a focus on staff and student wellbeing.

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.

The use of a common inquiry cycle model guides the manner in which staff utilise their shared knowledge and collective expertise to continuously develop student learning programs.

Achievement

Hume Central is proud of the achievements of our students. Student learning outcomes have continued to improve, and overall our performance is at the same level as similar schools in many categories. 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 enhanced through:

Use of low SES funding to build teacher capacity in improving student outcomes for all learners

- On-going review and refinement of the documented curriculum in all learning areas
- Increased parental engagement via community engagement events and forums
- Enhanced use of online learning platforms to provide students with feedback about their learning
- Commitment to a range of extension and intervention programs to challenge and support students Year 7-12 academically, socially and emotionally in areas such Science, Technology, Engineering, the Arts and Mathematics (STEAM).

Engagement

Hume Central Secondary College is committed to maximising student participation with a clear focus on achieving exceptionally positive attendance rates across all year levels. The College is equally committed to achieving outstanding learning completion rates. The number of students exiting to further studies and full time employment match results for similar schools. Continued development of the VCAL/VET programs and growing links with TAFE programs has helped increase retention and has facilitated positive pathway outcomes for many students. Student Pathways & Transition will be further supported through the following actions:

- Providing students with opportunities to participate in a range careers and pathway programs to increase aspirations
- Participation in the Head Start program to prepare students for expectations of employers and to enhance transition to employment
- Challenging and engaging curriculum to develop skills and study habits
- Further development of VCE, VCAL and VET options to engaging students in learning in senior secondary years
- Increased opportunities for student agency through STEAM 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 school. 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. All staff have been trained in the use of the Berry Street Education Model and its implementation has commenced in all classrooms.

Student engagement and wellbeing will be further supported through the following actions:

- Strategies to further improve and build positive staff/student relationships
- Employment of Community Liaison Officers to work with specific cohorts/communities
- 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 2020 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 2020 AIP and the School Strategic Plan 2020-2022. The 2020 financial results included further upgrades and enhancements to the Facilities, in spite of challenges provided by the Covid 19 epidemic. 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, completion of air conditioning installations in learning spaces, and further 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 from 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 continues 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 <http://www.humecentralsc.vic.edu.au>



Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 1183 students were enrolled at the College in 2020, 505 females and 678 males.

70 percent of students had English as an additional language and 1 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.

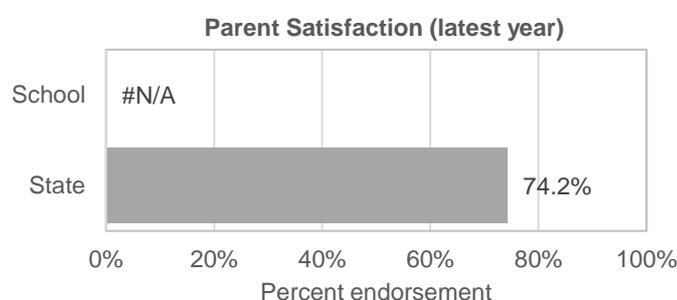
This school’s socio-economic band value is: High

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	Latest year (2020)
School percent endorsement:	NDA
State average:	74.2%



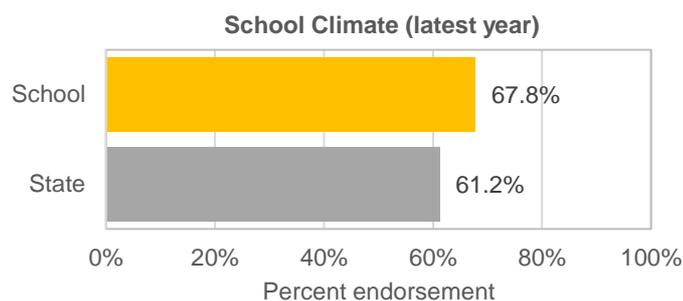
School Staff Survey

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	Latest year (2020)
School percent endorsement:	67.8%
State average:	61.2%



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

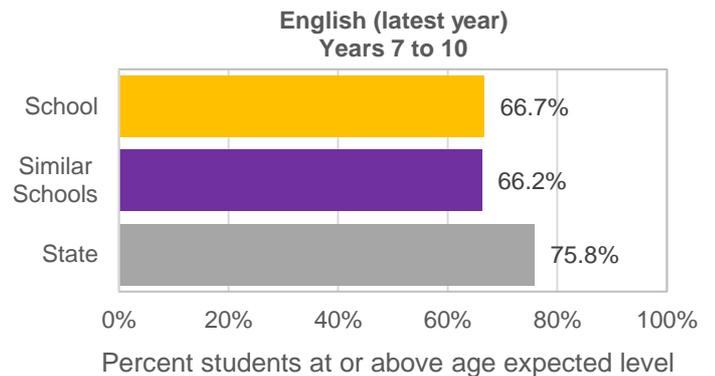
66.7%

Similar Schools average:

66.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

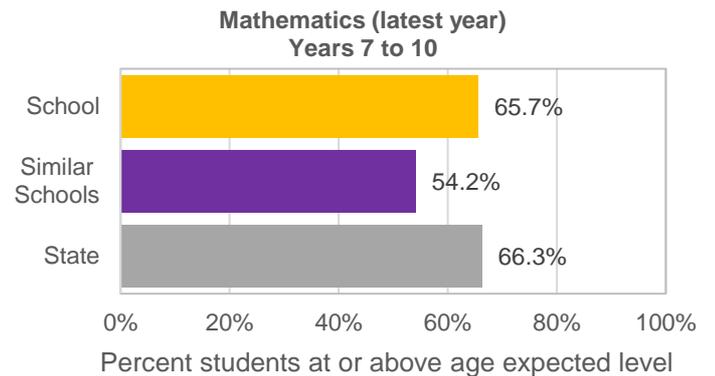
65.7%

Similar Schools average:

54.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



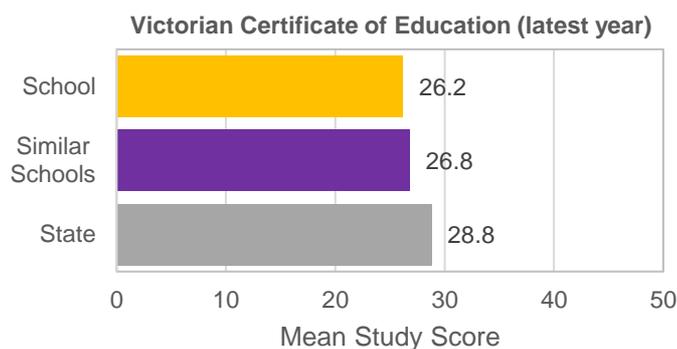
ACHIEVEMENT (continued)

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	Latest year (2020)	4-year average
School mean study score	26.2	25.5
Similar Schools average:	26.8	26.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

93%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

47%

VET units of competence satisfactorily completed in 2020:

76%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

88%

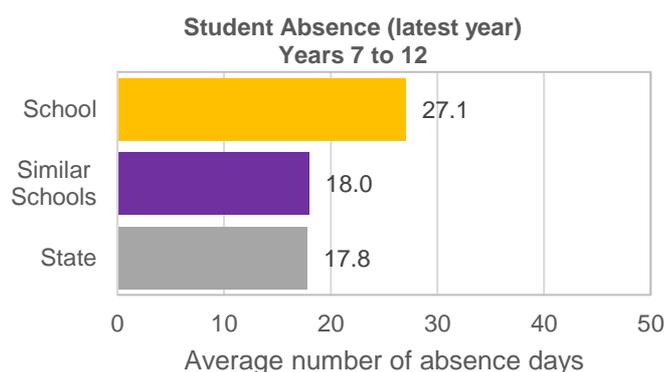
ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	27.1	25.5
Similar Schools average:	18.0	19.7
State average:	17.8	19.2



ENGAGEMENT (continued)

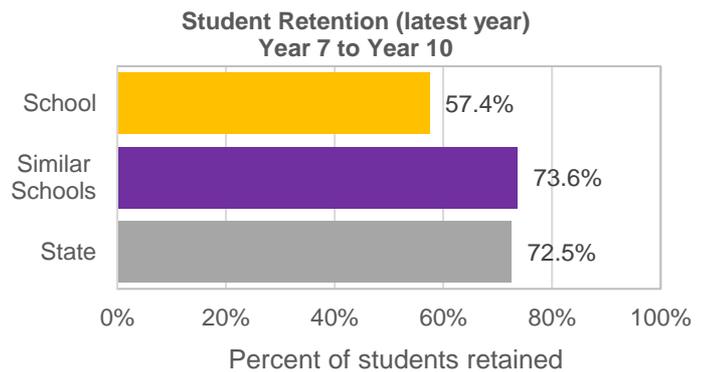
Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	85%	84%	85%	84%	90%	92%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	57.4%	61.0%
Similar Schools average:	73.6%	71.3%
State average:	72.5%	72.9%

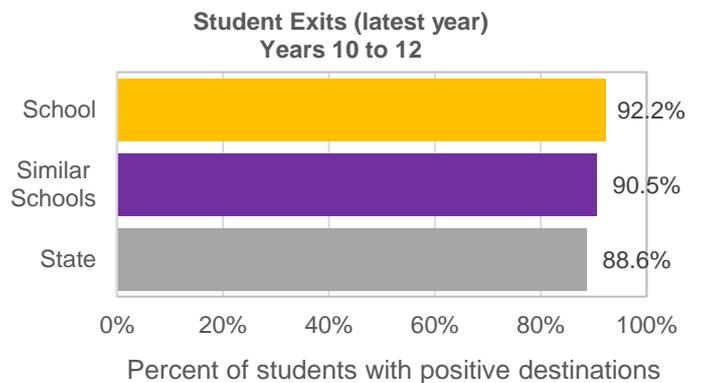


Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	92.2%	94.4%
Similar Schools average:	90.5%	90.5%
State average:	88.6%	89.1%



WELLBEING

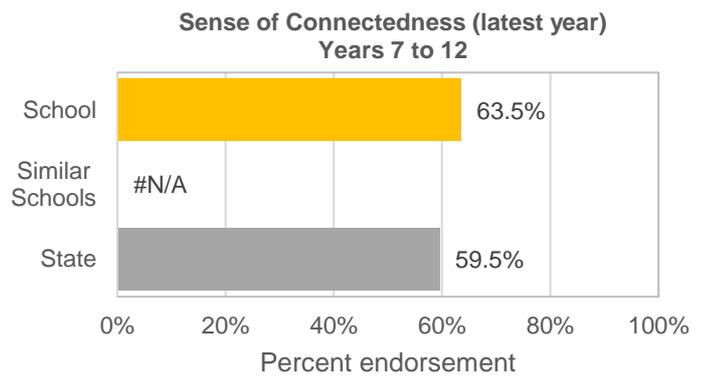
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	63.5%	58.8%
Similar Schools average:	NDP	56.5%
State average:	59.5%	55.3%



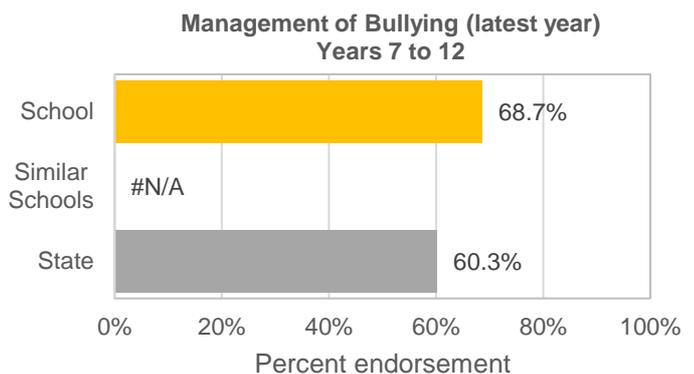
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	68.7%	61.2%
Similar Schools average:	NDP	57.8%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



Financial Performance and Position

FINANCIAL PERFORMANCE

OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$17,717,580
Government Provided DET Grants	\$4,273,942
Government Grants Commonwealth	\$40,000
Government Grants State	\$48,900
Revenue Other	\$92,693
Locally Raised Funds	\$435,890
Capital Grants	NDA
Total Operating Revenue	\$22,609,006

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,193,311
Equity (Catch Up)	\$157,653
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$3,350,964

Expenditure	Actual
Student Resource Package ²	\$18,144,503
Adjustments	NDA
Books & Publications	\$13,479
Camps/Excursions/Activities	\$113,408
Communication Costs	\$54,009
Consumables	\$380,193
Miscellaneous Expense ³	\$141,467
Professional Development	\$100,902
Equipment/Maintenance/Hire	\$947,446
Property Services	\$1,050,170
Salaries & Allowances ⁴	\$209,392
Support Services	\$1,014,401
Trading & Fundraising	\$65,344
Motor Vehicle Expenses	\$26,544
Travel & Subsistence	\$272
Utilities	\$289,528
Total Operating Expenditure	\$22,551,058
Net Operating Surplus/-Deficit	\$57,947
Asset Acquisitions	\$294,630

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,838,147
Official Account	\$53,339
Other Accounts	\$14,166
Total Funds Available	\$1,905,653
Financial Commitments	Actual
Operating Reserve	\$569,641
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$195,300
School Based Programs	\$951,187
Beneficiary/Memorial Accounts	\$14,166
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$365,000
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,475,295

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.

