

2018 Annual Report to The School Community



School Name: Hallam Senior Secondary College (8868)



- 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 26 April 2019 at 10:03 PM by David Caughey
(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 28 August 2019 at 07:20 AM by Loraine Maillelaa
(School Council President)

About Our School

School context

Hallam Senior College services a diverse residential district within the rapidly expanding South Eastern Growth Corridor of Melbourne. The College draws students from varied social, economic and cultural backgrounds and recognises and values the diversity of its community. At the time of the student census in February of 2018 there were 827 (effective full time) student enrolments at the College. This figure was made up of 810 Hallam based students as well as 145 students accessing one subject, predominately in Vocational Education and Training (VET). In 2018 DET recorded that the the school had 83.5 EFT staff. There appears to be some inaccuracies in the DET data regarding the breakdown of classifications, especially at the Leadership level. This is likely due to the range of acting / interim positions that existed at the College in 2018. There were 25.2 Educational Support staff and 58.3 Teaching staff. The schools SFOE is 0.559, moving from 0.5793 in 2017.

Hallam Senior College is committed to providing comprehensive programs at Years 10 – 12 through a broad range of Year 10 subjects, VCE subjects, VET certificates and VCAL programs all leading to further education, employment and training. The school is also a Registered Training Organisation with 12 VET Certificates on our scope. A further 7 VET Certificates are auspiced by outside RTOs. We are fortunate to have excellent Trade Training facilities and are one of the largest providers of trade training in the area. In 2018 the College successfully completed the VRQA re registration audit process.

The school is also well known for its Sports Academy and attracts students from over 50 schools across the South East of Melbourne as well as interstate.

Our purpose is to prepare our young people to confidently and successfully embrace the challenges of life by providing flexible options for students through personalising subjects and programs to meet individual needs.

The College values relationships built on respect and responsibility where the relationships between people, learning and the environment frame our actions.

In our school we believe that all students can learn, achieve, succeed and excel whatever their starting points are. Students are treated as young adults with staff-student relationships based on mutual respect, cooperation and a focus on the common goals – learning, achieving and succeeding.

The College also completed the mandatory 4 year review in late 2018.

Framework for Improving Student Outcomes (FISO)

In 2018 the College Annual Implementation Plan focussed on the FISO priority area of Excellence in Teaching and Learning. Within the priority area the focus included the areas of:

- Building practice excellence
- Curriculum Planning and Assessment

Rationale;

Over the course of the 2014 -18 Strategic Plan the College has researched, developed and implemented an instructional model. The model, IDARE (Intention, Delivery, Application, Review and Engagement) has been designed in order for it to be applicable to the variety of certificate and curriculum areas undertaken at the College. (F-10, VCE, VCAL and VET).

Particular focus in 2018 featured the generation of more cohesive and coherent curriculum documentation as well as the more consistent use and communication of learning intentions and success criteria at the classroom level.

A range of tools was also developed to assist in the implementation of the instructional model.

Achievement

Goal - To achieve successful outcomes for ALL students.

- All staff use IDARE as a basis for instructional practice.
- Improve literacy and numeracy levels across all year levels.

- All staff have a shared understanding of what constitutes successful completion of each year level.

Over the course of 2018 staff focused their attention on deeper implementation of the agreed pedagogical model designed for our school called IDARE, in particular a more consistent use and communication of learning intentions and success criteria at the classroom level.

In 2018 the completion of VET Certificate competencies remained very high at 98%, one percent higher than 2017. The percentage of Year 12 students enrolled in a VET certificate continues to be very strong, rising to 83%, up from 76% in 2017. This figure is approximately 60% higher than the average percentage in all Victorian government schools.

VCE completion in 2018 rose to 93% up from 90% in 2017. The mean study score was 21.7 and there were 1.4% of scores over 40.

Satisfactory completion of VCAL credits rose to 88%, up 2% from 2017 but still 2% down on 2016.

The number of PSD funded students continues to increase with all students showing progress towards achieving their goals; all PSD funded students have Independent Learning Plans (ILP's). Many students that have also be identified as benefiting from varied instruction based on a variety of needs have ILP's.

Engagement

Goal - To build a strong culture of confidence, success and excellence in learning leading to quality destinations.

- Maintain high attendance rates for all year levels.
- Improve School Connectedness, Teacher Empathy and Stimulating Learning
- Partnerships and relationships are developed and embedded to enhance the school program and support transitions and pathways.

Our college has continuously sought to respond to the changing nature of our student cohort to enable positive engagement at school.

The Student Voice and Awards has improved significantly as we listen to our students and value their opinions about our school. In 2018 Student Leaders worked through a process of further understanding the Attitudes to School Survey data and created additional surveys and focus groups. This resulted in a series of student led professional development sessions in Term 3. These sessions have set some important groundwork in place regarding more targeted student to teacher feedback methods.

Attendance continued to improve in 2018. Year 10 attendance remained at 91% while Year 11 improved by 1% to 88 and Year 12 improved 2% from 86 to 88. The specific targets for 2018 related to attendance were as follows:

Decrease the percentage of students with greater than 20 absence days per year.

And

Continue to decrease the average amount of unexplained absence days per full time equivalent in each year level.

The percentage of students with greater than 20 absence days in 2018 was 33%, this is a 4% improvement on 2018 and a 14% improvement on 2015 figures.

The total amount of unexplained absences days also decreased in every year level – in Year 10 this was by 1300 days, Year 11 by 1900 and Year 12 by over 2000 days.

The improved focus on timely and accurate roll marking, consistent follow up from Sub School personnel and increased Compass usage across the school community were significant factors in the improvement of this data. Student attendance awards also continued in 2018.

Wellbeing

Goal - To retain and meet the needs of a diverse range of students across years 10 – 12.

- Retention at each year level is above the state average
- Mind Matters becomes the over-arching framework for the development and implementation of health and wellbeing strategies.

Over the last few years the school has developed a number of processes and structures to support student wellbeing.

Students are grouped in Sub Schools based on their subject and program selection alongside their passions and

interests. This grouping enables students who come from over 60 different schools to come together with other students and build the relationships that help to support them in their learning.

The Sub Schools are Traditional Trades and Technologies; Arts and Humanities; Sport and Health Sciences and Science, IT and Commerce. The Sub Schools are the cornerstone of communication and administration for students and their families. Attendance and pastoral care are administered and monitored by the Sub Schools ensuring that students in each Sub School have a group of adults who know them well and follow their progress. In 2018 the Doctors in Schools (DIS) program at the College went from strength to strength with student access increasing.

The Student Support Services model, introduced in 2014, underwent an initial review in order to find possible ways to improve service delivery to students. This was done in response to the Nationally Consistent Collection of data relating to disability or impairment. The percentage of student at Hallam that were identified as requiring individual needs has risen by 5% over the 2015-18 timeframe.

The performance summary indicates that students sense of connectedness continues to closely align with state mean statistics, however, the 2018 figures recorded a slight drop when compared to previous years.

Financial performance and position

The Equity funding provided to the College was used to fund a variety of initiatives and staffing at the College. Namely the employment of ES to assist in engagement resulting in reduced student absence. Funding was also used as part of the College Student Support Services model, including a Speech Pathologist, Social Workers (x2) and on site counselling services. In all of these instances these staff both worked at the point of need for students as well as providing support and professional development for teaching and leadership staff.

The \$6,483 in Commonwealth Government Grants was received as teacher payments for supervision of Pre Service Teachers.

The \$17,253 in State Government Grants consisted of the following:
Camps, Sports and Excursion Funds (CSEF) for eligible students

Other revenue of \$30,351 consisted of the following:

Casual Relief Teacher (CRT) reimbursements

Interest received

Parent payments (VCE learning support resource via College book supplier)

Locally raised funds of \$694,451 consisted of all other funds raised at the College level including:

Subject materials charges and curriculum levies

Deb/Formal tickets

Funds raised via student fundraising events (passed onto various not for profit organizations)

Hire of College facilities,

Camps/excursions, booklets we sell (even though there's a payment to the supplier), yr 12 jumpers,

Additional accredited courses hosted as part of the Hallam Registered Training Organization

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.

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

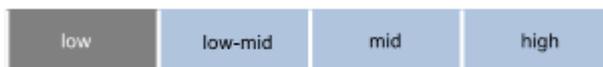
Enrolment Profile

A total of 827 students were enrolled at this school in 2018, 338 female and 489 male.

22 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

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

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



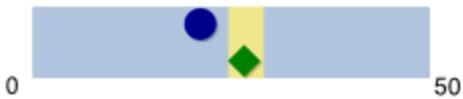
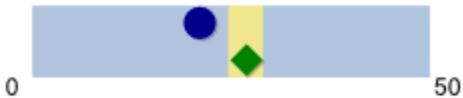
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>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>

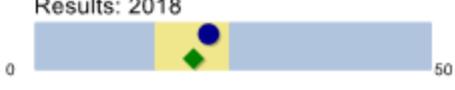
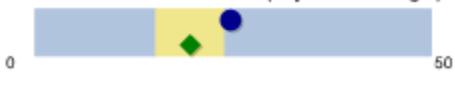
Performance Summary

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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p>○ Lower</p> <p>○ Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: 93% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 71% VET units of competence satisfactorily completed in 2018: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 88%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>88 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	91 %	88 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	91 %	88 %	88 %									
<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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>												

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,301,208	High Yield Investment Account	\$1,422,186
Government Provided DET Grants	\$1,843,941	Official Account	\$26,325
Government Grants Commonwealth	\$6,483	Other Accounts	\$5,546
Government Grants State	\$17,253	Total Funds Available	\$1,454,057
Revenue Other	\$30,351		
Locally Raised Funds	\$694,451		
Total Operating Revenue	\$10,893,688		
Equity¹			
Equity (Social Disadvantage)	\$955,679		
Equity (Catch Up)	\$97,112		
Equity Total	\$1,052,791		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,533,956	Operating Reserve	\$360,372
Books & Publications	\$15,114	Funds Received in Advance	\$96,592
Communication Costs	\$59,997	School Based Programs	\$560,462
Consumables	\$288,051	Funds for Committees/Shared Arrangements	\$5,000
Miscellaneous Expense ³	\$770,252	Repayable to the Department	\$431,631
Professional Development	\$76,081	Total Financial Commitments	\$1,454,057
Property and Equipment Services	\$595,281		
Salaries & Allowances ⁴	\$294,657		
Trading & Fundraising	\$15,520		
Travel & Subsistence	\$17,613		
Utilities	\$147,161		
Total Operating Expenditure	\$10,813,683		
Net Operating Surplus/-Deficit	\$80,004		
Asset Acquisitions	\$8,635		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

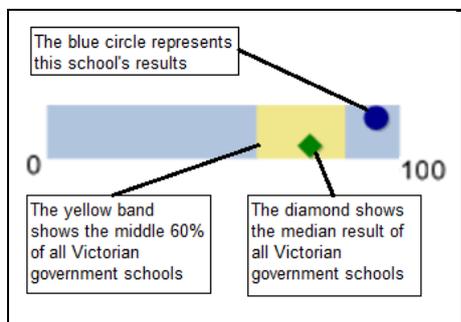
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

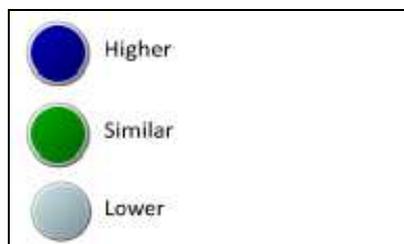


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').