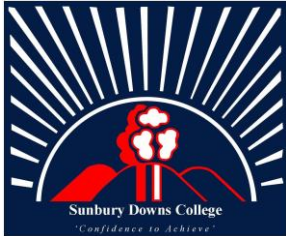


2017 Annual Report to the School Community



School Name: Sunbury Downs Secondary College

School Number: 8723



- 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 Regulation 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 2017 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

Signed 21 March 2018 at 01:22 PM by Maria Oddo (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 Regulation 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 2017 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.

Signed 10 April 2018 at 09:52 PM by Stephanie Lillywhite (School Council President)



About Our School

School Context

Sunbury Downs College is a Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury. It is a growing co-educational secondary College with student enrolment numbers around 750.

We offer a rich program in an environment with strong student management, high expectations and educational outcomes. The College regards itself as an academic school with a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Arts/Technology, Performing Arts, Physical Education/Health and Languages (Italian). We also offer a wide range of VCE subjects including some VETiS studies and a structured rigorous VCAL program in Years 10-12.

The College is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for academically able students; extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools. The ACE program is for students in Years 7-9. The College also offers a Scholars program for students in Years 10 & 11 to best support academically able students in the Later Years. The College is an accredited International Student Program provider. This program is in its early implementation stage as the College works with the local community to engage in cultural immersion and understanding.

Sunbury Downs College offers a wide range of extra-curricular activities and programs which cater to all students in Years 7-12. Some of these are Debating and Public Speaking, Literacy Achievement Program and Maths Club. Other clubs include STEM and Chess. The College also has a House and Sport program with whole school carnivals for Athletics and Swimming. There are year level and specialised camps and excursions, including a bi annual overseas Italian Study Tour. The College has a well-established student leadership program with a strong SRC and also captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom.

Our College is proud to be in partnership with its community and organisations so as to offer and provide the very best for our students. Some of these partnerships include our feeder schools, local businesses and many universities including University of Melbourne. In more recent times corporate partners such as the Beacon Foundation have extended their work into our classrooms. We acknowledge that it is the links with the outside world that extends the offerings for our students and community.

Framework for Improving Student Outcomes (FISO)

In 2017 the Annual Implementation Plan listed the following two priorities:

- Professional leadership and
- Positive Climate for learning

The initiatives were focused on building leadership teams and setting expectations and promoting inclusion.

The key improvement strategies for **Professional Leadership**-Building Leadership Teams included-

- Provide the leadership team with internal and external professional learning activities to build on leadership capacity
- Support new Leading Teachers and Acting Leading Teachers into leadership roles
- Identify the aspirant leaders and target appropriate professional learning opportunities Working Parties-Literacy, Numeracy and Examination to continue
- Establish and provide the opportunity for working parties in Literacy, Numeracy, Examination, ACE and Assessment to action research and develop directions
- Support staff in Position of Responsibilities and teams in Middle Management
- Establish and embed Mentoring of new and aspirant leaders

The key improvement strategies for **Positive Climate for Learning**-Setting expectations and promoting inclusion included-



- Create consistent practices in the delivery of curriculum to improve and maximise student outcomes
- Embed implementation of a whole school consistent evidenced based explicit instructional model (HOIST) and encourage team teaching in Domains and across Domains
- SDC ACE program to be reviewed and updated
- Focus whole school Literacy and Numeracy
- Develop teachers use of ICT in their pedagogy and assessment and reporting
- Teachers in Domains to develop understandings of pedagogy that is targeted to provide student learning growth
- Build staff capacity to understand, analyse and utilise data
- Establish moderation practice across Domains
- Improve student learning by supporting professional learning

Achievement

Sunbury Downs College has met the threshold performance standard for Learning Gain and also Academic Performance. When using teacher judgements related to student achievement students in Years 7-10 are working above expected standards in Mathematics and similar in English to the median of other Victorian schools.

Year 7 and 9 NAPLAN data is similar to other schools in Victoria.

The NAPLAN Learning Gain data for Reading, Writing, Spelling, Grammar and Punctuation have results of 60% of our students in the medium and high category.

The NAPLAN Learning Gain data for Numeracy has 60% of our students in our students in the medium and high category.

According to the threshold data for NAPLAN reading and numeracy analysis shows the school result as similar to the median.

The data in the Later Years is very positive with VCE completion at 96%, VET 78% and VCAL 94%. This is an outstanding outcome for the College as it continues to embed VETiS and the VCAL program. The College VCE results are higher than other Victorian schools for 2017 and also for the four-year period 2014-2017. The VCE all study score is higher than the median for all government schools and is higher than the regional schools as well. The College's median study score was 31, the fourth year of a median above state.

Further improvements will be achieved by:

- Involvement in a Numeracy Community of Practice
- Embedding the Scholars Program at Years 10 & 11
- Coaching and mentoring of staff in Literacy and Numeracy
- Appoint an Inclusion Coordinator
- Appoint a Numeracy Coordinator Position of Responsibility with Time Release
- An Observation Culture which includes Learning Walks and peer observation

Engagement

Sunbury Downs College has similar data to other Victorian schools in relation to student absence and retention. The College's reporting of exit destination data of continued education or full time employment by students, is higher than other Victorian government secondary schools.

In each year level 7-12, attendance rates were at around 90%. The College's implementation of the Attendance Policy and Every Day Counts program contributed to this result. The use of Compass to record, monitor and track student attendance has been effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students. The wide use of Attendance Student Support Group meetings and also increase in communication with families has been a contributor to this result.

Student retention has been a focus in 2017 with curriculum provision, programs and in particular expansion of Later Years pathways. It is pleasing to acknowledge that the retention data for students who start at Year 7 and remain through to Year 10 is similar to other Victorian schools. The post compulsory follow up and work of the Careers/MiPs Coordinator is evident. Also the continued investment into VCE early commencement, VCAL and VETiS supports students to continue their studies and stay at school. The positive working relationship with the Beacon Foundation has supported some School based apprenticeships, VCAL placements and also work readiness for Year 12 students past studies.



The College has also significantly improved the data related to students exiting to further studies and full time employment. The excellent VCE results have supported students to engage in universities throughout Victoria, maintaining University of Melbourne enrolments and increased enrolments at RMIT.

The College has a strong extra curricula program and clubs/activities to promote connectedness. The planned implementation of the College values has created the links needed for some students to stay at school and commit to education. The implementation of School Wide Positive Behaviours will support our ongoing work with students in a positive way. Staff professional learning on student management, differentiation, and supportive learning environments should also assist in improving this data. The College will also engage in Professional Learning Communities (PLC) Education State initiative.

The increased use of student forums to gain feedback about teaching, learning and curriculum continues to support our students to feel they are connected to school.

Wellbeing

Student wellbeing data is slightly lower to other Victorian Government schools. The College focuses on proactive measures to target the engagement and wellbeing of students in the Middle and Later Years Mini- Schools. Students across the school are allocated to a home group; to support transition and also promote connectedness. The House program engages students across year levels in a variety of ways and allows them to participate in whole school activities and carnivals. The seamless transition of students in each year level and across the Mini-Schools has been a priority. Close connections with feeder schools and supporting transition of new students has also been a focus.

The College has well documented student management policies, structures and processes. Students are referred to expert staff for identified behavioural and wellbeing issues that are linked to student achievement. Targeted Student Support Group meetings on attendance, achievement, wellbeing and engagement are undertaken to provide students with the necessary support for learning, successful transitions and pathways. The College's Student Services Centre is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student wellbeing, achievement, socially responsible behaviour and careers action pathway planning.

Student wellbeing programs include: Seasons, Year 12 Mentoring program, Middle Years Cyber Safety, conflict resolution-resilience and a targeted wellbeing intervention programs for boys and girls.

'High Resolves', 'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at students' stages of learning. This has been further supported with Parent Forums on important issues including 'how best to support your child to learn'. The College continues to recognise the importance of positive connections between the family and College life.

There are strong connections between students, parents and staff ensuring quality feedback and common understandings.

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

[Drafting notes - Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'About Our School' section.

A reminder that schools are also required to complete the 'Financial performance and position commentary' on the last page of this Report. Please refer to the 2017 Annual Report Guidelines for information on how to complete this section.]



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 786 students were enrolled at this school in 2017, 375 female and 411 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 1 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>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Higher</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Lower ● Similar ● Similar ● Similar

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 Low: 31%, Medium: 52%, High: 17%</p> <p>Numeracy Low: 26%, Medium: 51%, High: 22%</p> <p>Writing Low: 28%, Medium: 51%, High: 21%</p> <p>Spelling Low: 34%, Medium: 49%, High: 17%</p> <p>Grammar and Punctuation Low: 37%, Medium: 41%, High: 23%</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 Low: 36%, Medium: 45%, High: 19%</p> <p>Numeracy Low: 41%, Medium: 45%, High: 15%</p> <p>Writing Low: 41%, Medium: 43%, High: 16%</p> <p>Spelling Low: 33%, Medium: 45%, High: 22%</p> <p>Grammar and Punctuation Low: 34%, Medium: 47%, High: 18%</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>● Higher</p> <p>● Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: 96% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 35% VET units of competence satisfactorily completed in 2017: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 94%</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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>91 %</td> <td>89 %</td> <td>87 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	87 %	89 %	90 %	92 %	<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>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	87 %	89 %	90 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</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>● Higher</p> <p>● Similar</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> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</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)

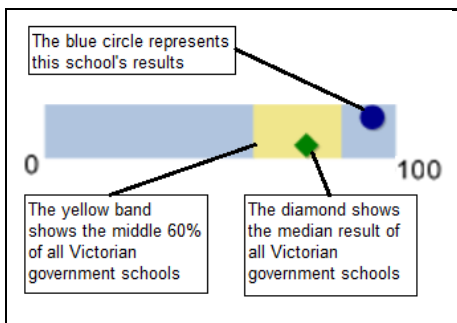
Engagement

- 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).

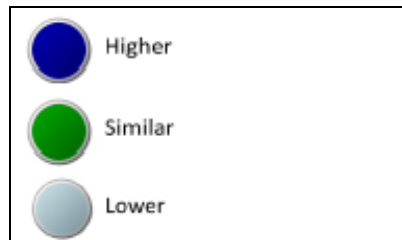


What does *School Comparison* refer to?

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

2017 Financial Performance and Position Commentary:

The table below indicates that the College was in a strong surplus position for the 2017 year. This represents an improvement on the previous year's result and a very large improvement from several years ago. The difference is attributable to greatly improved efficiencies in expenditure management and resource allocation. Revenue increases were also stronger than expenditure increases.

College held funds were higher as at 31st December 2017 compared to the same time in the previous year. According to the data below total Funds Available at the end of the year was \$606,164. This represents a 31% on the previous year's result.

It is anticipated that the financial position of Sunbury Downs Secondary College for 2017 will continue to be favourable. Our student base is strong with a positive effect on the Student Resource Package. No significant self-funded building projects are planned to be undertaken in 2018. The College will continue to work on minor and medium sized projects in respect of facilities restoration and grounds beautification.

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	\$6,989,119	High Yield Investment Account	\$411,126
Government Provided DET Grants	\$953,026	Official Account	\$66,440
Government Grants Commonwealth	\$8,846	Other Accounts	\$128,598
Government Grants State	\$5,660	Total Funds Available	\$606,164
Revenue Other	\$31,766		
Locally Raised Funds	\$653,519		
Total Operating Revenue	\$8,641,936		
Equity¹			
Equity (Social Disadvantage)	\$151,958		
Equity (Catch Up)	\$40,604		
Equity Total	\$192,562		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,537,065	Operating Reserve	\$240,131
Books & Publications	\$8,238	Asset/Equipment Replacement < 12 months	\$265,000
Communication Costs	\$32,506	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$140,244	Revenue Received in Advance	\$21,033
Miscellaneous Expense ³	\$404,886	Total Financial Commitments	\$606,164
Professional Development	\$44,337		
Property and Equipment Services	\$384,081		
Salaries & Allowances ⁴	\$349,420		
Trading & Fundraising	\$18,896		
Travel & Subsistence	\$2,776		
Utilities	\$74,617		
Total Operating Expenditure	\$7,997,066		
Net Operating Surplus/-Deficit	\$644,870		



Asset Acquisitions

\$0

- (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.