

## 2014 Annual Report to the School Community

Derrinallum P-12 College

School Number: 5375



**Name of School Principal: Alan Coffey**

**Name of School Council President: Narelle Uren**

**Date of Endorsement: 15th April 2015**

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Derrinallum P-12 College was established in 1994 when the Derrinallum Primary School and Derrinallum High School merged. Derrinallum P-12 College continues to provide meaningful and successful pathways from Prep through to Year 12. A total of 88 students were enrolled at Derrinallum P-12 College in 2014: 37 females and 51 males. The College services a rural community and a wide geographical area, with four buses bringing students to the College each day. Our students have access to a range of facilities that include modernized classrooms, a large indoor stadium, specialist food technology, woodwork, metalwork, automotive, art and science rooms and spacious grounds. Our primary students benefit from access to specialist teaching staff and facilities in key areas of the Arts, Technology, Physical Education, Languages (Japanese) and Performing Arts/Music.

In 2014 there were 17.60 Equivalent Full Time staff at Derrinallum P-12 College, consisting of 1 Principal, 2 Leading Teachers, 5.6 EFT Expert Teachers, 2.4 EFT Accomplished Teachers and 2.0 EFT Graduate Teachers and 4.60 EFT Education Support Staff.

### Achievement

The College's mean VCE (Year 12) study score was once again higher than like schools, maintaining the school's pattern of achieving very strong results at this level. 100% of all students enrolled in VCE completed their VCE. 100% of all students enrolled in VCAL (Victorian Certificate of Applied Learning) completed their VCAL credits in 2014. 100% of VET units of competence were successfully completed in 2014.

Primary NAPLAN results in 2014 were similar to other similar schools except Year 3 Numeracy which was lower.

The NAPLAN Learning Gain Year 3-5 for Reading and Numeracy showed substantial growth. (60% Med. and 40% High)

Secondary NAPLAN results in 2014 were lower for Year 9 Reading and Numeracy.

NAPLAN Learning Gain Year 7-9 showed good growth. Reading (33% Low, 67% Medium) and Numeracy (20% Low, 60% Medium and 20% High)

In 2014, both the Literacy and Numeracy PLT's (Professional Learning Teams) identified 'focus' students and implemented a range of strategies to improve the performance of these students and a Literacy intervention program was introduced to improve identified students' outcomes. The secondary English and Mathematics teachers continued to work in "Team Teaching" partnerships to develop high quality instruction and individual support for all students.

In 2015 Derrinallum P-12 College will continue to focus on improving Prep to Year 12 student outcomes, in Literacy and Numeracy by developing teacher capacity through the PLT's and individual professional learning.

### Engagement

In 2014 the College again offered both the VCAL and VCE certificates and students from Year 10 had the opportunity to undertake a School Based Apprenticeship or VET (Vocational Education and Training) subject in partnership with TAFE. Year 10 students were also able to make an early start on their VCE studies by completing a VCE subject in Year 10 via face to face teaching or by Distance Education.

In 2014 the percentage of Year 7 students who remain at the school through to Year 10 is now similar to schools with similar student populations.

The school has continued to develop a range of strategies to improve student engagement for the students in this cohort.

Each student from Years 9-12 has a Managed Individual Pathways (MIPS) plan. Every student in Year 9 and 10 participates in the Personal Development Skills program.

The review of the Student Engagement and Inclusion Policy in 2015 will support further improvement in this area.

**Wellbeing**

The hard work the school community has been doing to continue to develop a safe and orderly learning environment is continuing to be reflected in the school level data.

Attendance rates for primary and secondary students in 2014 have continued to improve over the 4 year average (2011 -2014) and were similar to like schools in 2014.

The average attendance rate by year level for years Prep to 6 ranges from 89% to 96% and is similar to like schools.

The average attendance rate by year level for Years 7 to 12 ranges from 81% to 92% and is lower than like schools.

The 2014 Measure of Connectedness to School for both Primary and Secondary students is now similar to like schools.

The analysis of student absence data and the revision of the school's procedures relating to recording and communicating this data have assisted in increasing attendance in 2014.

The College will continue to nurture the home-school partnership to support regular attendance by all students. A restorative approach to student management across the school has supported students to take ownership of their behaviour and relationships.

The implementation in 2015 of a whole school framework to support positive student relationships will improve student attendance and student wellbeing from Prep to Year 12.

**Productivity**

The Productivity outcome area is new this year and refers to the effective allocation and use of resources. The effective use of our SRP Funding (Student Resource Funding) has enabled the school to retain key personnel to ensure we can provide and deliver a wide range of VCE subjects and Year 9/10 Electives, continue to offer VCAL, maintain our small class sizes and provide a wide range of specialist classes for Years Prep to Year 8.

Through sound financial management we have been able to provide the 1:1 Student Laptop program for our Year 7 to 12 students commencing in 2014.

The effective use of the \$207831 CAR Funding (Condition Assessment Report) in 2014 has enabled us to enhance the Metal Work, Arts and Woodwork facilities.

The number of highly effective small leadership teams within our College community, such as the College Leadership Team, the Literacy PLT, the Numeracy PLT, the Derrinallum P-12 College School Council, the Student Representative Council and the Consultative Committee has produced a shared vision focused on School Improvement.

For more detailed information regarding our school please visit our website at  
<http://www.derrinallump12.vic.edu.au>

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

## School Profile

### School Enrolments

A total of 88 students were enrolled at this school in 2014, 37 female and 51 male.

<p><b>Overall socio-economic profile</b></p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p><b>Proportion of students with English as a second language.</b></p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

(Primary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

**(Primary Year Levels)**

**Performance Summary**





Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> 60% Medium, 40% High</p> <p><b>Numeracy</b> 60% Medium, 40% High</p> <p><b>Writing</b> 40% Low, 40% Medium, 20% High</p> <p><b>Spelling</b> 20% Low, 40% Medium, 40% High</p> <p><b>Grammar and Punctuation</b> 20% Low, 40% Medium, 40% High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(Primary Year Levels)




**Performance Summary**





Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	94 %	94 %	96 %	93 %	89 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	94 %	94 %	96 %	93 %	89 %										

(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 88 students were enrolled at this school in 2014, 37 female and 51 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.



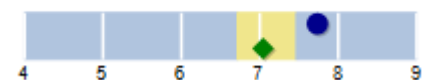







Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Secondary Year Levels)

**Performance Summary**

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>

(Secondary Year Levels)

# Performance Summary

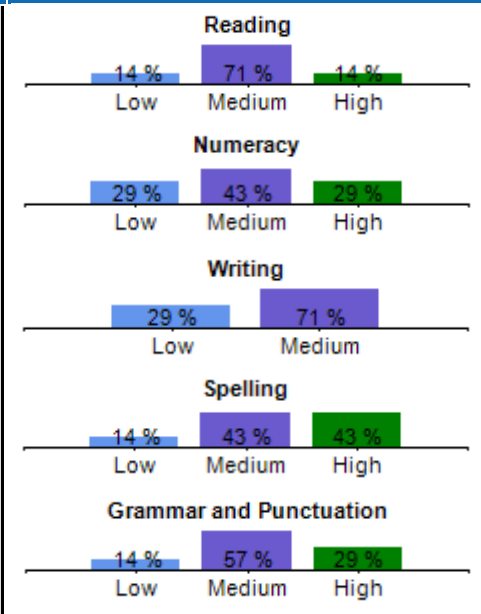
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
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**NAPLAN Learning Gain Year 5 - Year 7**

Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

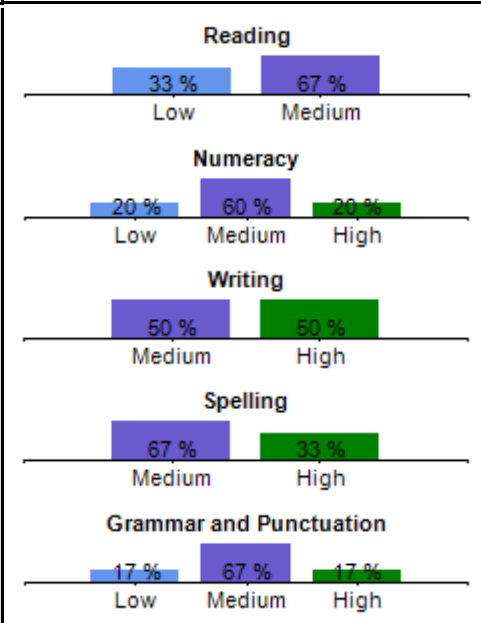


NAPLAN Learning Gain does not require a School Comparison.

**NAPLAN Learning Gain Year 7 - Year 9**

Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.



NAPLAN Learning Gain does not require a School Comparison.

**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.



Higher












Higher

Students in 2014 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **25%**  
 VET units of competence satisfactorily completed in 2014: **100%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **100%**

(Secondary Year Levels)




**Performance Summary**





Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>92 %</td> <td>92 %</td> <td>86 %</td> <td>90 %</td> <td>81 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	86 %	90 %	81 %	92 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	86 %	90 %	81 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>												

(Secondary Year Levels)

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

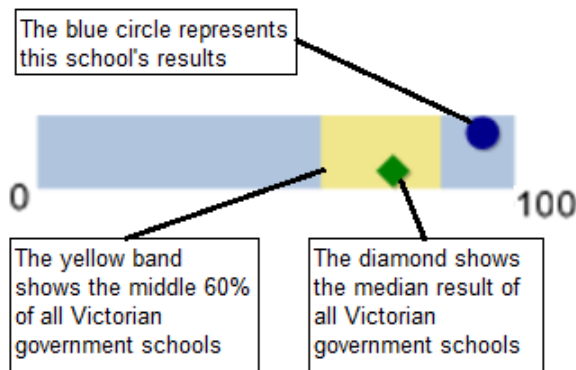
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

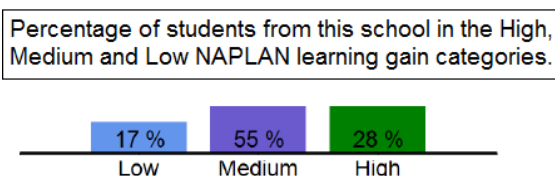
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,801,387
Government Provided DE&T Grants	\$329,212
Government Grants Commonwealth	\$7,532
Government Grants State	\$12,532
Revenue Other	\$19,667
Locally Raised Funds	\$89,147
<b>Total Operating Revenue</b>	<b>\$2,259,477</b>

Funds Available	Actual
High Yield Investment Account	\$51,633
Official Account	\$9,671
Other Accounts	\$375,000
<b>Total Funds Available</b>	<b>\$436,304</b>

Expenditure	
Student Resource Package	\$1,712,522
Books & Publications	\$6,090
Communication Costs	\$6,510
Consumables	\$30,393
Miscellaneous Expense	\$94,780
Professional Development	\$8,746
Property and Equipment Services	\$159,134
Salaries & Allowances	\$30,605
Trading & Fundraising	\$22,110
Travel & Subsistence	\$6,620
Utilities	\$43,314
<b>Total Operating Expenditure</b>	<b>\$2,120,823</b>

Financial Commitments	
Operating Reserve	\$58,204
Asset/Equipment Replacement < 12 months	\$5,668
Maintenance - Buildings/Grounds incl SMS<12 months	\$12,000
Beneficiary/Memorial Accounts	\$5,000
Revenue Received in Advance	\$1,348
School Based Programs	\$29,773
Provision Accounts	\$2,044
Repayable to DEECD	\$271,017
Other recurrent expenditure	\$10,988
Asset/Equipment Replacement > 12 months	\$10,117
Maintenance -Buildings/Grounds incl SMS>12 months	\$30,145
<b>Total Financial Commitments</b>	<b>\$436,304</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$138,654</b>
<b>Asset Acquisitions</b>	<b>\$6,293</b>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

In 2014 Derrinallum P-12 College posted a surplus of \$ 138,654 this was mainly due to the variation between the budgeted cost of Workforce Planning based on 80 students and the SRP Funding received for 88 students.

The College also received \$207831 Condition Assessment Report Funding for maintenance to the Trade Areas.



Department of  
Education & Training

Derrinallum P-12 College