

2013 Annual Report to the School Community

Thomastown Secondary College
School Number: 8383



Name of School Principal: _____ Leonie White _____

Name of School Council President: _____ Stefan Kozmevskii _____

Date of Endorsement: _____ 28th April 2014 _____

All Victorian government schoolteachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School




Thomastown Secondary College has a unique and proud history. Designed in 1971 on a mini-school model with a strong focus on engagement and student voice, we have retained our core values while responding to the changing needs of our community and that of the broader society. Our motto “Individual Excellence” is embedded in our rich learning environment which values and supports diversity, excellence and teamwork. We foster a spirit of mutual respect and support, where every student is expected to strive to reach his or her potential. Our students are encouraged to participate in enrichment and extension programs. The College mission is to empower students to develop strong social, emotional and academic skills, essential for all citizens in this global world and we encourage all students to participate in shaping and improving our learning environment. Founded on the understanding that effective schools are centered on the individual student as a learner and as a person, the vertically structured curriculum and distinct teaching teams in each of the Year 7-10 mini-schools allows enrichment at all year levels and in all learning areas. Underpinning this belief is the unique Home Group structure, which provides each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between students, Home Group teacher and parents and provides continuity and effective monitoring of the social, emotional and academic needs of each student. A separate senior mini-school encourages an adult approach to learning. With a staff of 60 consisting of 44 EFT teachers and 16 EFT support staff the College enrolment grew by 10% in 2011 and a further 10% in 2012. Such strong growth in student numbers enables us to strengthen and broaden curriculum while sharpening our focus on each student’s need for a strong support base and encouragement to achieve continual growth in both knowledge and skills

Achievement	Engagement	Wellbeing
<p>The responsibility to provide a rich intellectual and social environment which supports independence and where resilience can grow is critical to the overall delivery of a comprehensive curriculum. Resource allocation is finely balanced ensuring all aspects of learning within and beyond the classroom are accessible to all. Our students provide direct access to rich cultural heritages from more than 50 different language backgrounds. While providing access to music, ballet, theatre, history, sport and public debate we are mindful of the rich resources provided by our own families. By respectfully accessing all our resources, we encourage each student to build a strong pride in their heritage while striving to achieve individual excellence.</p> <p>Teacher assessments indicate that the percentage of students in Years 7-10 achieving a grade C, or above in English and Mathematics falls within the predicted range. Naplan average scores for Reading and Numeracy are also as expected with the 4 year average for both showing improvement well above the State median. Additional intensive support for students throughout the year is provided where needed, both during class time and through after-school support programs. Progress for students specifically funded (PSD) show progress at, or above satisfactory levels in relation to their learning goals.</p> <p>The Victorian Certificate of Education (VCE) was satisfactorily completed by 97% of students with 12% also undertaking at least one Vocational Education and Training (VET) unit of competency of which 90% were completed satisfactorily. The Victorian Certificate of Applied Learning (VCAL) is not available at the College. While all Achievement indicators are similar, or higher than similar schools, the goal of the College is to have all indicators higher. To that end individual student improvement is closely monitored with goals directly linked to the College improvement plans and to individual teacher Performance and Development Plans.</p>	<p>Indicators in the Attitude to School Survey consistently remain above the State median. Pleasingly, Student Morale, School Connectedness, Student Motivation, Learning Confidence, Student Safety and Connectedness to Peers are high and continuing to grow. The 2013 ATSS has returned positive results again which are above the State mean in nine of the eleven indicators. The rich learning environment, which values and celebrates the assets of such a diverse community, is focused on supporting each student achieve Individual Excellence. The College works closely with families to maximise the learning for each student.</p> <p>While student attendance rates are currently similar to other schools TSC is committed to further reducing the average number of days absent. Recently introduced morning assemblies ensure all students start the day with a positive welcome and are equipped with the correct materials for learning. An afterschool Homework Support Program encourages the development of correct study habits and provides teacher assistance where students are unable to complete work independently. This program receives strong support from parents and students.</p> <p>The College continues to expand its range of co-curricular activities and build mutually beneficial relationships with tertiary institutes. RMIT has provided both venue and invaluable resources for the City Experience and the I Belong program. Latrobe University has opened up a range of enrichment experiences for our senior students while links with the University of Melbourne has offered students a range of STELR opportunities, seen the College build its own 3D printer, and gain entry to the Telescopes in Schools Program. Several leadership programs, including the Advance and Duke of Edinburgh programs continues to offer opportunities both within and beyond the College. There is a strong Student Representative Council and student-led College assemblies. Special days are put aside to celebrate the community’s talents and contributions.</p>	<p>The College Wellbeing Team uses a case-management approach. It includes the Principal, two psychologists, a Special Needs Coordinator, a full-time Careers/ Transition Coordinator, a Student Welfare Coordinator and a nurse. This expert support is in addition to our Home Group Program and our Pathways Team, which is responsible for ensuring every student from Yrs. 9-12, has a pathway, monitored and supported through transition into senior schooling. In 2013, these goals were extended to students in Yrs.7&8</p> <p>Ensuring effective transition and pathways for students throughout secondary schooling is a high priority with well established procedures appropriate for each stage. This starts with the important transition work we do with our primary schools ensuring Year 7 students quickly become active members of our College community.</p> <p>Numbers of students remaining at our college from Yr10 to Year 12 is similar to other schools. The College continues to strengthen students’ access to the Arts, Media, Music, health and fitness programs and has recently added a Dance program. Four languages in addition to English are currently taught.</p> <p>Student leadership is well resourced. There is recognition from all members of the College community that the safe and supportive environment continues to flourish where students are themselves strong advocates and facilitators of this continual improvement. The College offers a breadth of Pathways including VCE, VET and SBAT opportunities with the flexibility to combine these with an extended workplace learning experience. The enrolment increase since 2010 is in stark contrast to the predicted DEECD decrease and is driven, we believe, by the positive experiences of our families while at the College and the number of Year 12 students receiving tertiary offers high on their preferences order. The percentage of students exiting the College to further training and education remains higher than similar schools and higher than the State median for all Victorian schools.</p>

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: 

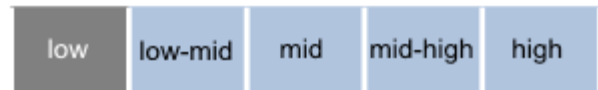
School Profile

School Enrolments

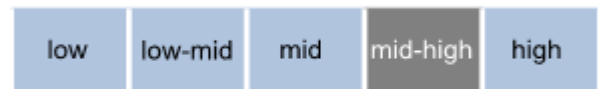
A total of 572 students were enrolled at this school in 2013, 262 female and 310 male.

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

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"> English Mathematics <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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>


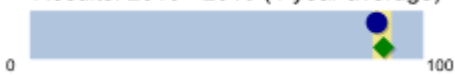










Performance Summary

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>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	49%	21%	Numeracy	30%	49%	21%	Writing	39%	43%	18%	Spelling	12%	59%	29%	Grammar and Punctuation	27%	53%	20%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	49%	21%																							
Numeracy	30%	49%	21%																							
Writing	39%	43%	18%																							
Spelling	12%	59%	29%																							
Grammar and Punctuation	27%	53%	20%																							
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>64%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>51%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	64%	11%	Numeracy	27%	53%	21%	Writing	31%	51%	18%	Spelling	38%	47%	14%	Grammar and Punctuation	34%	51%	14%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	64%	11%																							
Numeracy	27%	53%	21%																							
Writing	31%	51%	18%																							
Spelling	38%	47%	14%																							
Grammar and Punctuation	34%	51%	14%																							
<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: 2013: (Scale 0-50)</p> <p>Results: 2010 - 2013 (4-year average): (Scale 0-50)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2013 who satisfactorily completed their VCE: 97%</p> <p>Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 12%</p> <p>VET units of competence satisfactorily completed in 2013: 90%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: N/A</p>																										





Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 786 1023 882"> <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>88 %</td> <td>87 %</td> <td>89 %</td> <td>86 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	87 %	89 %	86 %	89 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	87 %	89 %	86 %	89 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

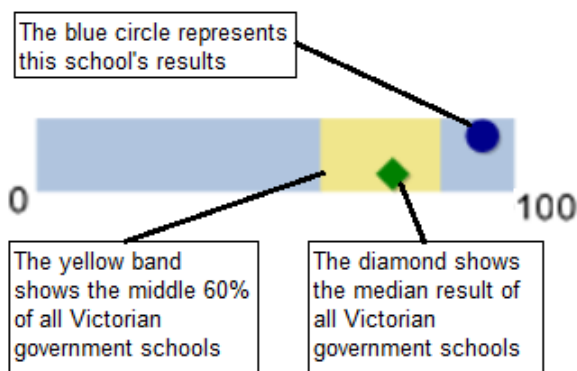
What are student outcomes?

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).

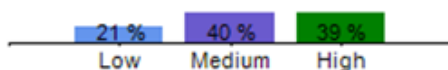
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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.

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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,219,974
Government Grants Commonwealth	\$4,830
Government Grants State	\$23,071
Revenue Other	\$506,889
Locally Raised Funds	\$408,802
Total Operating Revenue	\$2,163,567

Funds Available	Actual
High Yield Investment Account	\$188,348
Official Account	\$10,491
Other Accounts	\$522,707
Total Funds Available	\$721,546

Expenditure	
Books & Publications	\$4,747
Communication Costs	\$14,247
Consumables	\$172,548
Miscellaneous Expense	\$193,111
Professional Development	\$42,283
Property Maintenance	\$1,708,161
Salaries & Allowances	\$194,545
Trading & Fundraising	\$139,029
Travel & Subsistence	\$5,225
Utilities	\$90,598
Total Operating Expenditure	\$2,564,495

Financial Commitments	
Operating Reserve	\$204,329
Asset/Equipment Replacement < 12 months	\$128,445
Capital - Buildings/Grounds incl SMS<12 months	\$20,192
Maintenance - Buildings/Grounds incl SMS<12 months	\$270,115
Beneficiary/Memorial Accounts	\$22,728
Revenue Received in Advance	\$15,558
School Based Programs	\$2,178
Region/Network/Cluster Funds	\$23,000
Provision Accounts	\$35,000
Total Financial Commitments	\$721,546

Net Operating Surplus/-Deficit (\$400,928)

Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

**National Partnership 2013
Allocation**

Low SES School Communities	\$303,211
Improving Literacy and Numeracy	\$161,114

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Improved monitoring of student performance information

Timely student intervention and support

National Partnership for Empowering Local Schools

Not Applicable