# 2019 Annual Report to The School Community

**School Name: Eaglehawk Secondary College (7790)**

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](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 2019 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 20 March 2020 at 01:25 PM by Danielle Derksen (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2020 at 10:43 AM by Paul Epworth (School Council President)

# About Our School

## School context

Eaglehawk Secondary College aims to provide a caring environment that connects with students' interests to support their learning so that they can achieve their best. The College is committed to developing in students an appreciation of life-long learning. It has a strong focus on respect for yourself, the school and others around you, while encouraging confidence, courage, persistence and teamwork. Eaglehawk Secondary College values Community, provides Opportunities, builds Relationships and has high Expectations of Effort and Achievement. These are our CORE values. The College is located in the Community of Eaglehawk within the City of Greater Bendigo. The College has a proud history of serving the local community for over 50 years. In 2019, the school population was 641 students with 309 female and 332 male. Enrollments continue to grow steadily  with population growth expected to continue to increase in 2020 and beyond with the development of surrounding housing estates and families with younger children moving into the local area. The College staffing profile has slightly increased with 60.6 FTE and 18 ES.

Students at the College are predominantly from the local community of Eaglehawk with most residing within 2-3kms of the College. A small number of students travel to the College from outlying rural areas although no student travels more than approximately 40 minutes to school. The Eaglehawk community that the College serves is made-up of three dominant groups reflected in the school population. The largest are these are long-term residents of the area and have a strong connection with the College, many of whose parents will have attended the school. The College also serves some of the largest areas of public housing in regional Victoria with many families moving to the school catchment because of accommodation needs.  Because of this, the diversity of the College is increasing as a mix of socio-economic factors influence community demographics. This includes a growing number of refugee and new arrival families who have continued to move into the area representing 5% of the student population.

The Overall socio-economic profile of the school is low. Family disadvantage is reflected in data including the SFOE index being .5859 in 2019. Some sections of the school's community are severely socio economically disadvantaged compared to the rest of the state. The College is also a significant education provider for Aboriginal and Torres Strait Islander students representing 6% of the student population.   Of the 641 students attending the College,  50% of the students' parents/carers are in receipt of a government health care card and the College works closely with families and external agencies to ensure that every child's health, wellbeing and education is supported. Data reflects that not only do a high proportion of families experience disadvantaged, at least 23 students are identified as being in formal out of home care arrangements and many other students are living in the care of friends or relatives under informal care arrangements. Although a significant challenge for the College is the diversity of the community it serves and the educational background of families, there is also a strong sense of community and commitment to the College that is not always evident in other communities. Whilst there is disadvantage among the community there is also a strong sense of place and belonging and an understanding by many parents/carers of the importance of education in the future of young people and a willingness to become engaged in their child's education. The College is a feeder school for Bendigo Senior Secondary College with higher rates of students against like schools transitions to their senior years of education at the end of Year 10. Other students not transitioning to BSSC move on to either other training or employment with a small percentage of students requiring follow up due to their destination being unknown.

## Framework for Improving Student Outcomes (FISO)

Goal 1 To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy
KIS1 Building Practice Excellence Strengthen the capacity of all teachers to consistently employ evidence–based, high impact teaching strategies based on the agreed Eaglehawk SC instructional model.
KIS 2 Building Practice Excellence Fully implement a College Literacy across the Curriculum Plan, focusing on improving Reading and Writing evidence–based instruction and on building the capacity of every teacher to be a teacher of Literacy.
Goal 2 To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self–regulating learners.
Goal 3 To maximise student achievement, engagement and wellbeing outcomes through the development of a learning

community of reflective practitioners focused on continuous improvement.
KIS 1 Vision, values and culture Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability.
KIS 2 Vision, values and culture Review the College leadership structures and roles in line with the new Strategic Plan and build the instructional leadership capacity of all in leadership roles.

## Achievement

Teachers have engaged in peer observations and feedback regarding HITS and the College Instructional Model with a renewed focus on Learning Intentions.
At least one Performance and Development goal was aligned to improving practice using HITS.
The school implemented PIVOT surveys to obtain learning feedback from student to help inform teacher practice.
Teachers continued documenting units of work aligned with the College Instructional Model on Curriculum Website and Learning tasks uploaded on Compass.
Teachers analyse, share data and evidence of student learning progress and achievement in Core Curriculum and Professional Learning Community meetings.
Teachers are regularly collaborating with colleagues to develop a deeper understanding of student learning.
Learning Intentions and success criteria are applied consistently to every lesson.
Students and staff contributed to the development of the College's Vision for Learning.
Teachers are using formative assessment rubrics.
2020 continued focus areas include documented assessment rubrics for every unit of work and are uploaded on the College Curriculum website.
An increased alignment between NAPLAN and Teacher Judgements in English and Math's.
Teachers are using a variety of formative assessment in their classes.
Explicit teaching, multiple exposures, and feedback are more evident during Learning Walks and peer observations.
A minimum of 5% improvement in Literacy and Numeracy growth.
2020 focus areas include a whole school Literacy approach to improving vocabulary and writing using Cornell Notes
Staff being able to use a common language when talking about Tier 2 and Tier 3 vocabulalry.
Improved student skills to question, infer and summarise when reading.
Improved writing coherence.
5% increase in Reading and Writing NAPLAN data
Explicit Literacy lessons in English are documented and stored on the Curriculum website.
Growth in learning confidence of identified students.
Achievement in NAPLAN and PAT Math student learning growth data will have increased.
All PSD students have an ILP and most students exempt from the NAPLAN. They are supported with an integration aid in identified learning areas particular to their needs

## Engagement

Teachers are using PIVOT survey data to adapt their practice.
Students are receiving more regular feedback on their progress and growth formative assessment.
There is a documented Whole School Vision for Learning.
Learning Walks are embedded practice across the College and scheduled each term.
Teachers and Leaders are setting shared focus areas for learning walks and using the improvement model to implement goals and evaluate progress.
Student academic success is regularly celebrated and acknowledged at community and whole school assemblies.
Parents are accessing their child's achievement data through Compass.
Relevant school Leaders completed the PLC training and are implementing it across the college
Instructional Leaders are the reviewers of their team's individual Performance and Development Plans and are regularly meeting with their teams around performance goals aligned to the AIP.
Leaders are conducting student feedback forums each term to activate voice in learning and teacher practice.
Students will have developed their own learner profile and learning behaviour SMART goals in Maths.
2020 focus areas include PLC inquiries inclusive of Learning Walk feedback.

Increasing staff collective efficacy through the PLC inquiry model.
Student high expectation for success will increase.
Students understanding their and strengths and weaknesses in Maths.
Developing a learner-profile inclusive of learning needs, attitudes and behaviours.
Students taking more ownership of their learning progression.
Strategies to address non-attendance include two Teacher Advisors who make regular contact with home to support re-engagement. SSGs to support ILPs for vulnerable students and plans to support staged transition to school plans. Identified Year 10 students at risk of not engaging as a result of non-attendance in Year 11 are provided with intensive one-on-one support. Our on site Connect Program supports students to transition back into mainstream schooling due to non-attendance or into another education and training pathway beyond year 10

## Wellbeing

The Stage Response to Behaviour Management has been reviewed and documented to reflect a focus on creating a positive climate for learning. The stage response also embeds the introduced mobile phone policy for 2020
The Neighbourhood Leader has been reviewed to be inclusive of leading work across Learning Communities associated with maintaining a positive climate for learning across the Learning Communities.
2020 focus areas include decreasing student absenteeism and supporting increased resources to respond to unexplained absences. There is also a focus on supporting staff capacity to respond to trauma in an education context with Berry Street Education Model training in 2020/21

## Financial performance and position

The College finished the 2019 year in a positive position and has been able to sustain a surplus available to cover any contingencies that may arise for the start of the 2020 school year. The surplus was attributed to sound financial management in the time following a managed deficit in previous years with a continued focus not to rely on any credit to cash transfers to fund programs. Increased equity funding enabled the College to expand its programs and supports to students through a range of initiatives funded through both cash and credit components of the budget. These included the continuation of the Connect Program to resource the learning space as well as human resources. A healthy credit surplus was also experienced in 2019 however additional staffing to support programs will need to be tracked in order to maintain a position of surplus. Consistent enrollments along with increases in student numbers in 2019 were positive signs for the College to allow future planning. This growth has continued into 2020.

**For more detailed information regarding our school please visit our website at
www.eaglehawksc.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 641 students were enrolled at this school in 2019, 309 female and 332 male.

3 percent were EAL (English as an Additional Language) students and 8 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.

| low | low-mid | mid | high |
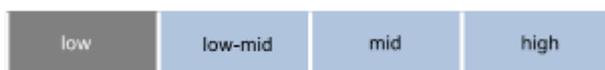
### Parent Satisfaction Summary

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.
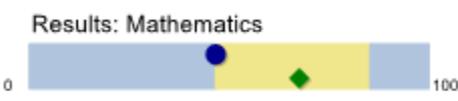
### School Staff Survey

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: 🟨<br>Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🔶 | Key: | Similar School Comparison<br>🔵 Above  🔵 Similar  🔵 Below |

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Teacher Judgement of student achievement**<br><br>Percentage of students in Years 7 to 10 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br><br>Results: Mathematics | Below<br><br>Below |

# Performance Summary

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|---|---|---|---|

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **NAPLAN Year 7**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.<br><br>Year 7 assessments are reported on a scale from Bands 4 - 9. | Results: Reading<br><br>Results: Reading (4-year average)<br><br>Results: Numeracy<br><br>Results: Numeracy (4-year average) | Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison. |
| **NAPLAN Year 9**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.<br><br>Year 9 assessments are reported on a scale from Bands 5 - 10. | Results: Reading<br><br>Results: Reading (4-year average)<br><br>Results: Numeracy<br><br>Results: Numeracy (4-year average) | Below 🔵<br><br>Below 🔵 |

# 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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **NAPLAN Learning Gain**<br>**Year 5 - Year 7**<br><br>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.<br><br>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'. | **Reading**<br>50% Low, 36% Medium, 14% High<br><br>**Numeracy**<br>39% Low, 45% Medium, 16% High<br><br>**Writing**<br>48% Low, 38% Medium, 15% High<br><br>**Spelling**<br>36% Low, 50% Medium, 14% High<br><br>**Grammar and Punctuation**<br>35% Low, 50% Medium, 15% High | There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.<br><br>25% Low, 50% Medium, 25% High<br><br>Statewide Distribution of Learning Gain (all domains) |
| **NAPLAN Learning Gain**<br>**Year 7 - Year 9**<br><br>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.<br><br>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'. | **Reading**<br>38% Low, 44% Medium, 18% High<br><br>**Numeracy**<br>32% Low, 49% Medium, 19% High<br><br>**Writing**<br>30% Low, 51% Medium, 19% High<br><br>**Spelling**<br>34% Low, 47% Medium, 19% High<br><br>**Grammar and Punctuation**<br>31% Low, 48% Medium, 21% High | There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.<br><br>25% Low, 50% Medium, 25% High<br><br>Statewide Distribution of Learning Gain (all domains) |
| **Victorian Certificate of Education (VCE)**<br><br>Mean study score from all VCE subjects undertaken by students at this school.<br><br>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. | No Data Available<br><br>No Data Available | No Data Available |

Students in 2019 who satisfactorily completed their VCE: N/A
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2019: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

# Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨 | Key: | Similar School Comparison |
|---|---|---|---|
| | Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🟢 | | 🔵 Above  🔵 Similar  🔵 Below |

| Engagement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**Similar School Comparison**<br>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected. | Results: 2019<br><br>0 — 50<br><br>Few absences <------> Many absences<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 — 50<br><br>Few absences <------> Many absences | **Below** 🔵 |
| Average 2019 attendance rate by year level: | <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>89 %</td><td>85 %</td><td>84 %</td><td>83 %</td><td>NA</td><td>NA</td></tr></table> | Similar school comparison not available |
| **Student Retention**<br><br>Percentage of Year 7 students who remain at the school through to Year 10. | Results: 2019<br><br>0 — 100<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 — 100 | **Below** 🔵 |
| **Exit Destinations**<br><br>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.<br><br>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. | Results: 2019<br><br>0 — 100<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 — 100 | **Above** 🔵 |

# Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨<br>Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🟢 | Key: | Similar School Comparison<br>🔵 Above  ⬤ Similar  🔵 Below |

| Wellbeing | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>Results: 2017 - 2019 (3-year average) | Similar |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>Results: 2017 - 2019 (3-year average) | Below |

# 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, 2019 | | Financial Position as at 31 December, 2019 | |
|---|---|---|---|
| **Revenue** | **Actual** | **Funds Available** | **Actual** |
| Student Resource Package | $8,062,919 | High Yield Investment Account | $358,314 |
| Government Provided DET Grants | $1,665,355 | Official Account | $19,057 |
| Government Grants Commonwealth | $2,812 | Other Accounts | $13,566 |
| Government Grants State | $9,725 | **Total Funds Available** | **$390,937** |
| Revenue Other | $114,695 | | |
| Locally Raised Funds | $518,696 | | |
| **Total Operating Revenue** | **$10,374,203** | | |
| | | | |
| **Equity[1]** | | | |
| Equity (Social Disadvantage) | $1,085,508 | | |
| Equity (Catch Up) | $63,890 | | |
| **Equity Total** | **$1,149,397** | | |
| | | | |
| **Expenditure** | | **Financial Commitments** | |
| Student Resource Package[2] | $7,704,113 | Operating Reserve | $340,576 |
| Books & Publications | $8,424 | Other Recurrent Expenditure | $214 |
| Communication Costs | $25,574 | Provision Accounts | $900 |
| Consumables | $308,211 | **Total Financial Commitments** | **$341,690** |
| Miscellaneous Expense[3] | $355,508 | | |
| Professional Development | $40,541 | | |
| Property and Equipment Services | $524,126 | | |
| Salaries & Allowances[4] | $565,329 | | |
| Trading & Fundraising | $71,590 | | |
| Travel & Subsistence | $3,860 | | |
| Utilities | $185,708 | | |
| **Total Operating Expenditure** | **$9,792,983** | | |
| **Net Operating Surplus/-Deficit** | **$581,221** | | |
| **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 26 February 2020 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).



The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

**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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



Above

Similar

Below

**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').