**2019 Annual Report to**

**The School Community  
  
School Name: Daylesford Secondary College (7115)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 January 2021 at 10:59 AM by Stephen Macphail (Principal) |

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| 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 20 January 2021 at 11:09 AM by Stephanie Barron (School Council President) |

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**About Our School**

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| School context |
| We live in a community that values individuality, diversity and free thinking as much as we do. Daylesford College offers purpose-designed collaborative learning spaces; teachers and technologies that encourage inquisitive learning; a curriculum that emphasises critical and creative thinking; and a culture of inclusion and support. Our goal is to guide the students in our care to become confident, responsible, resilient individuals ready to make their mark in an ever-changing world.  Our school motto is 'Shape the future' ... the future is in our hands and we are here to shape it. The future starts now. And our values are:  • Community ... we look out for each other and support each other. We achieve great things by working together. • Individuality ... we value and respect diversity and difference in its many forms. We celebrate the individual. • Determination ... we achieve our goals through perseverance and hard work. Our determination makes the difference. • Resilience ... we learn from our mistakes and become better for it. We strive to thrive in an ever-changing world.  Our overall aim is, over the next four years, to raise the achievement of all students so that they achieve at least a year’s growth for twelve months input. We aim to equip our students with the essential twenty-first century skills and knowledge and develop the whole child. With this in mind, our priorities are:  • Raise the levels of student achievement across the college. • Improve the teaching and learning provided by all teachers in a safe, supportive cooperative learning culture. • Align our curriculum with the Victorian Curriculum to meet the needs and aspirations of our students. • Build the leadership capacity of our staff. • Provide a safe and inclusive learning environment that supports the social and emotional wellbeing of all students.  Daylesford College is a unique college of 500 students servicing a broad geographical area and encompassing diverse views and variable socio-economic structures. The challenges confronting the school include:  • Supporting an increasing diversity of student aspirations, attitudes, behaviour and engagement in formal education. • Arrest the decline in student achievement in the later years of schooling. • Ensure that students have a clear pathway from Year 7 to Year 12 whilst facilitating transition to work, apprenticeships and TAFE options. • Continuing to build the capacity of teachers. • Building a positive, proactive culture across the college. |
| Framework for Improving Student Outcomes (FISO) |
| Key improvement strategies: - "Making success visible" by providing students with high quality and consistent assessment practices, marking and feedback. - Develop a culture of using data to inform our teaching practices and to monitor student learning. - Supporting students at risk (both low and high achieving students) by building teacher capacity to differentiate class learning. - Develop a collaborative culture centered around TnL Teams and the inquiry cycle for continuous professional development.  The work of Esther Weichart continues to underpin the improvement agenda at Daylesford College. More staff attended her PD and took her approaches and started using / experimenting with them with their classes. These approaches have seen staff moderate assessment tasks with a particular focus on improving the quality of these tasks over time. Teachers providing feedback to all students on every common assessment task has been a key feature. TnL teams (PLCs) continued to develope with more of a focus on using data. All Year 7 students now undertake the k-bit test and all Yr 10 students undertake ACER's middle years GAT. This data along with reading comprehension data has been effectively used to develope instructional groups. A data hub was created that stores all our data and allows a central place for all teachers to easily access and analyse data. |
| Achievement |
| The College continues to improve its results year on year and the trend continues to be upwards. The 2019 achievement highlights were:  - High growth between Year 7 and Year 9 in NAPLAN numeracy increased to 22% in 2019 (up from 17% in 2018).  - High growth between Year 7 and Year 9 in NAPLAN reading increased to 24% in 2019 (up from 22% in 2018).  - Average Year 9 NAPLAN numeracy score increased to 589 (up from 579 in 2018).  - 7 in every 10 students achieving at or above expected growth between Year 7 and Year 9 in NAPLAN reading and numeracy.  - Percentage of student’s in the top two bands in NAPLAN reading increased to 27% (up from 21% in 2018).  - Percentage of student’s in the top two bands in NAPLAN numeracy increased to 22% (up from 18% in 2018).  - Percentage of student’s in the bottom two bands in NAPLAN numeracy decreased to 12% (down from 27% in 2018).  - Highest number of students in the last three years achieving study scores of 40+ at VCE.  - Number of VCE subjects with a positive value added result doubled in the last three years (English, Math Methods, Health & Human Development and Physical Education all achieving a positive value added in 2019).  - 10% of VCE students achieving an ATAR score of 90+ for last three years in a row.  - Average ATAR score increased to 54.70 (up from 53.57 in 2018) and third year in a row it has increased.  - Average study score in VCE English increased for third year in a row (to 26.7 in 2019).  - Average study score in all VCE Maths subjects increased for third year in a row.   - In more general terms, using our Pivot data students report improvements in areas specifically targeted by improve student achievement. The three greatest improvement in our teaching practice (as a whole school) have been:   - this class keeps my attention - I don't get bored  - our class is busy learning and doesn't waste time  - this teacher makes what we are learning interesting  - We consolidated the improvements made in 2018 with respect to student opinion survey in the areas of:  • Effective teaching time  • Differentiated learning challenge • Stimulated learning • Classroom behaviour • High expectations for success • Effort • Teacher concern • Learning confidence • Resilience • Motivation and interest • Self-regulation and goal setting |
| Engagement |
| Key improvement strategies: - Develop student voice teams to promote feedback into their learning and overall school experience. - Provide targeted interventions aimed at supporting students with their attendance.  The Student Representative Council (SRC) was re-established with students taking control of its composition and its' operating setup. The SRC in conjunction with the student leaders also took on a more active role in running assemblies and consulting with students. This included an expansion to the number of leadership roles and the use of Mentor Groups and running our awards ceremony. Student became more active in contributing to the focus of Spirit week. Continued to consult students through Pivot surveys regarding best practice. The notion of 'students at risk' was expanded to include the top academic achievers as well as the low academic achievers. A literacy intervention program, Fountas & Pinnell was introduced to support students improve their literacy levels. Clear attendance expectations were introduced at the senior school. |
| Wellbeing |
| Key improvement strategies: - Developing a whole school restorative practices and positive behaviours model that ties SWPBs and restorative practices together. - Set and review academic learning goals.  The programs delivered by the Wellbeing team continue to be developed: Hands On Learning, Cook, the Chef & Us, Drumbeat plus the establishment of the Pride team. The Wellbeing Team has been expanded and now includes a range of external services. All students set academic goals during Mentor Interviews with their parents / carers. These were then reviewed regularly by students and revised as the year progressed. SWPBs expectations were developed and displayed in classrooms and throughout the school. |
| Financial performance and position |
| Daylesford Secondary College Council continued to manage the school funds responsibly in 2019. All of the total income of nearly six and a half million which came from the Student Resource Package was allocated to pay for staffing. The Equity funding that was received was used for staff wages to assist students in need in the areas of learning support and wellbeing. Property and equipment services continue to be high due to cleaning and maintenance costs especially in COVID times. The net operating surplus of two hundred and fifty six thousand has been carried forward into 2020 and allocated to various curriculum and support programs throughout the year. |
| **For more detailed information regarding our school please visit our website at <http://www.daylesfordsc.vic.edu.au/>** |

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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’. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 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. | | | |  | |  |  |  |  | |  |  | |  | |  |  | |  | | --- | | Statewide Distribution of Learning Gain  (all domains) | |  | |  |  |  |  | | |  | | |  | | --- | | 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 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. | | |  |  | | --- | --- | |  | | |  |  | |  | | |  |  | |  | | |  | | |  |  | | | | | |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | 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. | | | | |  |  |  | |  |  | | |  |  | |  | | --- | | Statewide Distribution of Learning Gain  (all domains) | | |  |  |  | | |  | | |  | | --- | |  | |  | |  | | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | |  | | |  | | --- | | 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. | |  | |  |  | |  |  |  |  | | |  |  | | --- | --- | | |  | | --- | | Students in 2019 who satisfactorily completed their VCE: 95%  Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 66%  VET units of competence satisfactorily completed in 2019: 81%  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 83% | | | | | | | | |  | | |  | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **Similar School Comparison**  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. | | | |  |  | | --- | --- | |  |  | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  |  | | | | | | | |  |  |  |  |  | |  |  | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | | |  |  | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Yr7 | | |  | | --- | | Yr8 | | |  | | --- | | Yr9 | | |  | | --- | | Yr10 | | |  | | --- | | Yr11 | | |  | | --- | | Yr12 | | | |  | | --- | | 87 % | | |  | | --- | | 88 % | | |  | | --- | | 83 % | | |  | | --- | | 87 % | | |  | | --- | | 85 % | | |  | | --- | | 91 % | | |  | |  |  |  | | | | | | | |  |  |  |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | | |  |  | |  |  |  | | |  | | --- | | Student Retention  Percentage of Year 7 students who remain at the school through to Year 10. | | |  |  |  |  | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  |  | | |  |  |  | |  | |  | |  |  |  | | | | | | |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | | |  |  | | | | |  |  |  | |  |  |  |  |  |  |  |  | | |  | | --- | | Exit Destinations  Percentage of students from Years 10 to 12 going on to further studies or full-time employment.  Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | |  |  |  | |  |  |  | |  |  |  | | | | | | | | | |  | | --- | |  | | |  |  | | --- | --- | |  |  | |  |  | | |  | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | | |  |

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| | | | |  | | --- | | **Actual** | | | | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $659,612 | | Official Account | $26,960 | | Other Accounts | $0 | | **Total Funds Available** | **$686,573** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $4,842,594 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $878,580 | | Government Grants Commonwealth | $4,779 | | Government Grants State | $38,315 | | Revenue Other | $235,300 | | Locally Raised Funds | $444,268 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$6,443,837** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $113,912 | | Equity (Catch Up) | $32,164 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$146,076** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $214,658 | | Other Recurrent Expenditure | $2,928 | | Funds Received in Advance | $50,850 | | School Based Programs | $330,781 | | Beneficiary/Memorial Accounts | $4,378 | | Maintenance - Buildings/Grounds < 12 months | $25,520 | | **Total Financial Commitments** | **$629,115** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $4,774,933 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $2,560 | | Communication Costs | $13,786 | | Consumables | $131,022 | | Miscellaneous Expense³ | $288,746 | | Professional Development | $20,096 | | Property and Equipment Services | $472,331 | | Salaries & Allowances⁴ | $253,763 | | Trading & Fundraising | $127,709 | | Travel & Subsistence | $13,908 | | Utilities | $88,051 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$6,186,906** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$256,931** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$68,182** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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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 Comparisonwill 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. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | **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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |