

2022 Annual Report to the School Community

School Name: Daylesford Secondary College (7115)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 of the previous calendar year 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 03 April 2023 at 03:23 PM by Stephen Macphail (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 03:48 PM by Stephanie Barron (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Daylesford College is a beautiful and unique high school consisting of 500 students and 74 staff. It is set in the heart of Hepburn Shire and serves a diverse student cohort with varying socio-economic backgrounds (SFOE = 0.39). As part of a wider community that values individuality, diversity and free thinking, the college prioritizes equipping its students with essential 21st-century skills and knowledge while developing the whole person. The college aims to provide a safe and inclusive learning environment that supports the social and emotional wellbeing of all students.

The college's motto, '*Shape the future*', emphasises that the future is in our hands, and we are here to shape it. The future starts now. Our motto applies to everyone from the students to the staff and to the parents / carers. The college 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.

To further its goals, Daylesford College has set priorities that include raising the levels of student achievement, improving teaching and learning, aligning its curriculum with the Victorian Curriculum, building the capacity of its leadership team and staff, and providing a clear pathway from Year 7 to Year 12 while facilitating transition to work, apprenticeships, and TAFE options.

The majority of parents / carers and the majority of staff have an overall positive view of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was another busy year at DC in the 'learning' space. It was our first full year in several years after COVID. The main improvement thrust being the continued development of teacher practices through PLCs and targeted PD. The work done in the 'learning' space included:

- Continued to develop and refine the MYLNS and TLI programs with a focus on Yr 10 and 12 students and on vocational pathways
- Established and improved processes around in-class ES support for funded students and those with ILPs.
- All teachers participated in PLC cycles with a focus on differentiated teaching (as part of their ongoing professional development).
- Established and embedded Learning Walks for all staff and also peer observations for all new teachers.
- Completed a review of the Maths curriculum and approaches to teaching Maths (DSSI initiative).
- Revised and updated the Daylesford College Instructional Model (v2.0).
- Established and ran a professional learning 'book club' focusing on 'Assessment for Teaching' with Prof Patrick Griffin as our critical friend.
- Prepared for the introduction of the new VCE VM.

Results in 2022 were a mixed bag but the general trend continues to be positive / upward. Highlights included:

- In reading, 26% of students achieved high relative growth between Year 7 and 9 (compared to 20% for similar schools and 25% for the state).
- In writing, 26% of students achieved above benchmark growth (compared to 17% for similar schools and 20% for the state).
- In grammar and punctuation, 30% of students achieved above benchmark growth (compared to 22% for similar schools and 28% for the state).
- The percentage of students in the top 2 bands for numeracy at Year 9 was higher than similar schools (16% vs 11%).
- The percentage of students in the top 2 bands for reading at Year 9 was higher than similar schools (20% vs 15%).
- The average study score dropped in 2021 to 26.3 (from 29.3). However, the average value added (-0.7) shows that

students achieved close to what was expected of them.

- The 4-year average mean study score of 27.5 is significantly greater than similar schools (26.8).
- The percentage of VCE students scoring 37+ across all subjects was higher than similar schools (6% vs 4%).
- The percentage of VCE English students scoring 37 or more was higher than similar schools (6% vs 4%).
- The percentage of VCE Psychology students scoring 37+ was higher than similar schools (16% vs 7%) and higher than the state (16% vs 15%).

Area(s) to work on:

- The percentage of students with low growth between Year 7 and 9 in reading is still concerning (31%).
- The percentage of students with high growth between Year 7 and 9 in numeracy is still concerning (23%).
- The relative growth in students who join us after Year 7 starts is significantly lower than students who start with us in Year 7.
- The downward trend in VCE Maths (all subjects) over the last three years.

Wellbeing

2022 was another busy year at DC in the 'wellbeing' space. It was our first full year in several years after COVID. The main improvement thrust being the improvement of teacher practices through PD and improved access to supports (for students). The work done in the 'wellbeing' space included:

- Wellbeing Centre moved to a service delivery model with triage and then referral to multitude of agencies.
- New leadership position: LT Head of Wellbeing.
- Staff PD on trauma informed practices in conjunction with Berry Street (as part of their coaching program).
- Embarked on the Live4Life project aimed at improving youth mental health using a whole of community model.
- Strengthened relationships with Central Highlands Rural Health, Daylesford Foundation, Springs Medical, CASA and REACH.
- Camp activities revamped to include wellbeing session(s) and a wellbeing person in attendance on all camps.
- Breakfast club expanded.
- Five Ways to Wellness introduced every day of the week at recess / lunch.

Results in 2022 were a mixed bag but the general trend continues to be positive / upward. Highlights included:

- Increased referrals to external agencies / specialist support.

Area(s) to work on:

- Student opinion has identified the 'management of bullying' as being an area that needs improving (only 38% positive).
- Student opinion remains low across the board and more needs to be done to raise awareness.

Engagement

2022 was another busy year at DC in the 'engagement' space. It was our first full year in several years after COVID. The main improvement thrust being the development of alternative programs. The work done in the 'engagement' space included:

- Introduced lunch time clubs. Over 15 running every week.
- Developed and introduced new re-engagement program for Year 9 and 10 students: Mow 2 Grow.
- Cook, the Chef & Us program developed further and leadership component bolstered via participation in the Western Bulldogs Leadership Program.
- Leadership program re-instated.
- Online work experience program developed for Year 10 students and a careers expo day for all Year 9s.
- L2P program launched with school car purchased and students using to build up their learner hours of driving.

Results in 2022 were a mixed bag but the general trend continues to be positive / upward. Highlights included:

- Our Year 7 to 10 retention rates are higher than similar schools (79.6% vs 76.8%) and higher than the state (79.6% vs 73.1%).
- Our Year 10 to 12 exit destinations, where students are exiting to further studies or full time employment are better than similar schools (98.7% vs 86%) and better than the state (98.7% vs 90%).

Area(s) to work on:

- Student attendance continues to be a worry with 60% of students absent for more than 20 days.
- Student attendance continues to be a worry with the average student missing 34.3 days.
- Student opinion has identified the 'student voice and agency' as being an area that needs improving (only 25% positive).

Financial performance

Daylesford College Council continued to manage the school funds responsibly in 2022. All of the total income of nearly seven 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 and prioritising grounds and building works. The net operating surplus of two hundred and sixty thousand has been carried forward into 2023 and allocated to various curriculum, support programs and facility upgrades.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 485 students were enrolled at this school in 2022, 233 female and 252 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

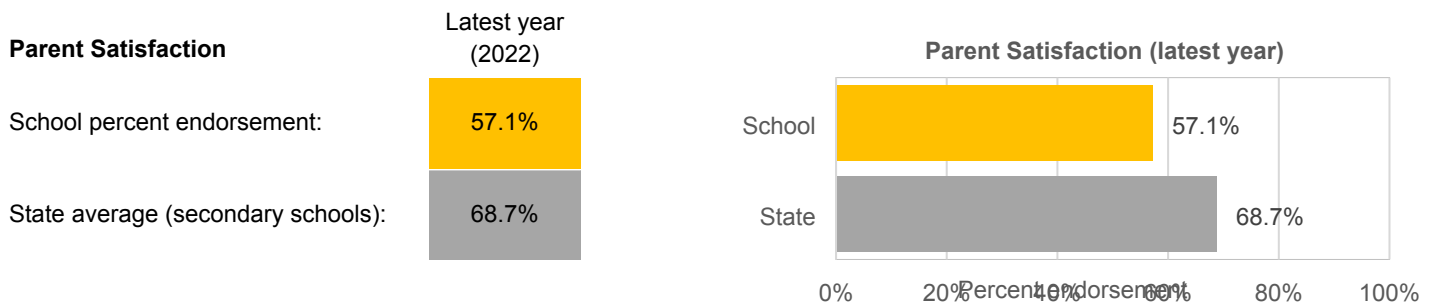
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

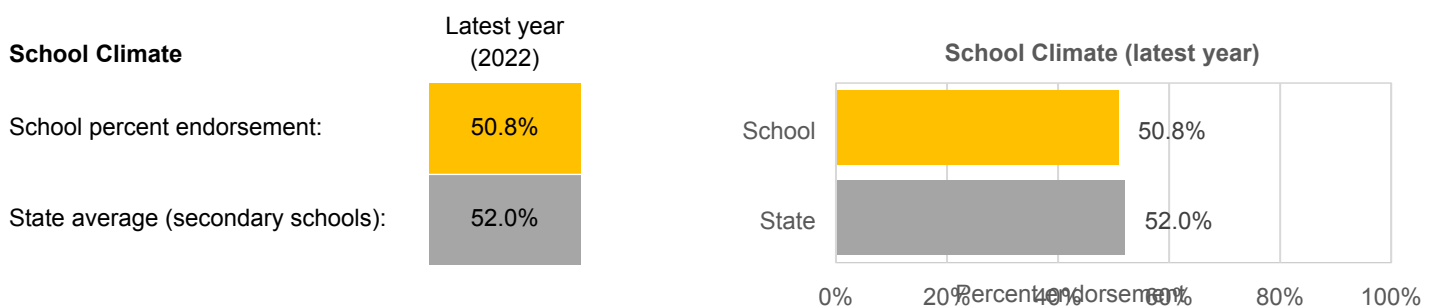


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

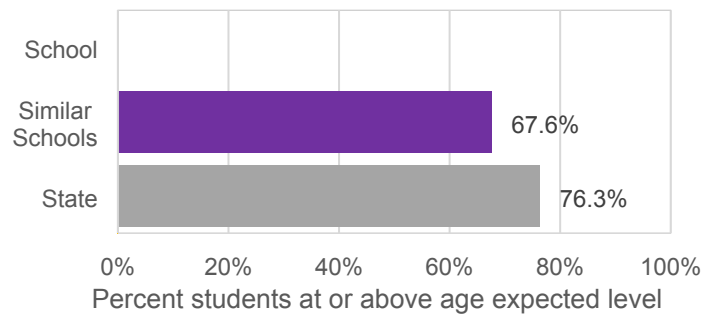
Similar Schools average:

67.6%

State average:

76.3%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

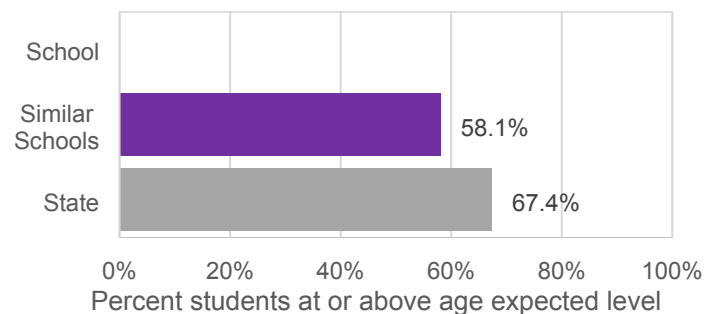
Similar Schools average:

58.1%

State average:

67.4%

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

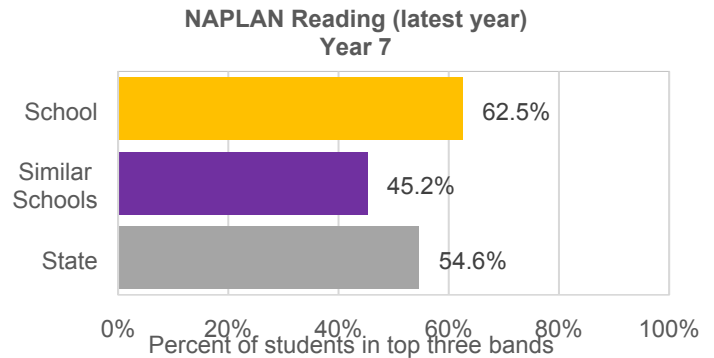
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

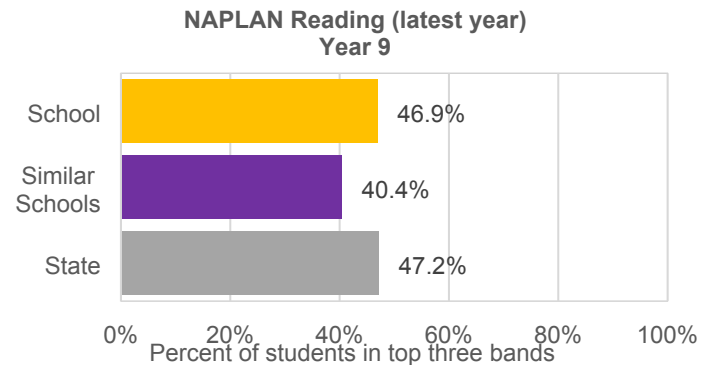
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	52.3%
Similar Schools average:	45.2%	46.7%
State average:	54.6%	55.3%



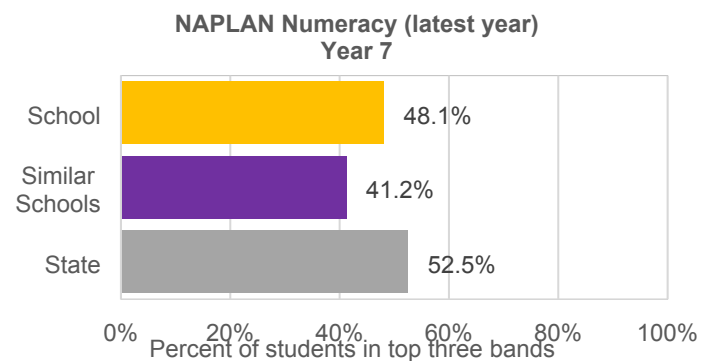
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.9%	45.6%
Similar Schools average:	40.4%	38.3%
State average:	47.2%	46.0%



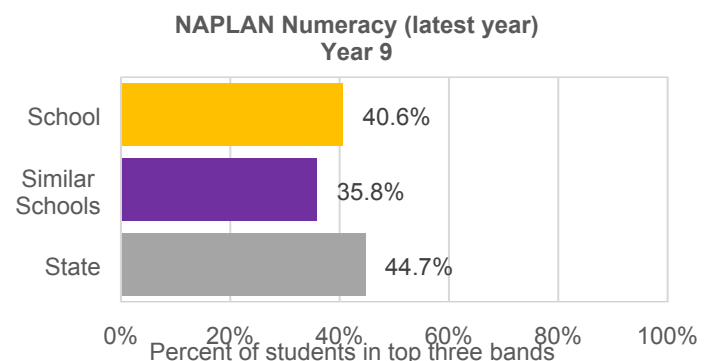
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.1%	51.3%
Similar Schools average:	41.2%	45.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.6%	42.6%
Similar Schools average:	35.8%	36.1%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

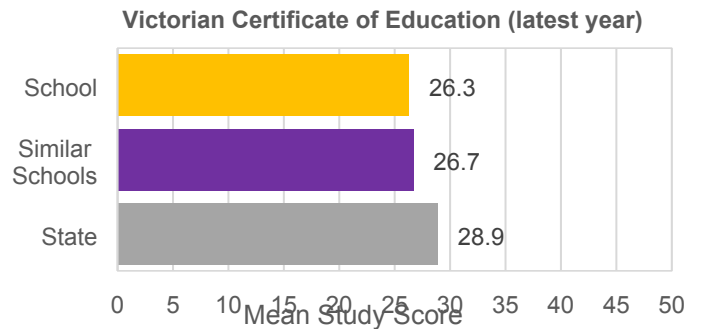
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	26.3	27.5
Similar Schools average:	26.7	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

19%

VET units of competence satisfactorily completed in 2022:

86%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

51%

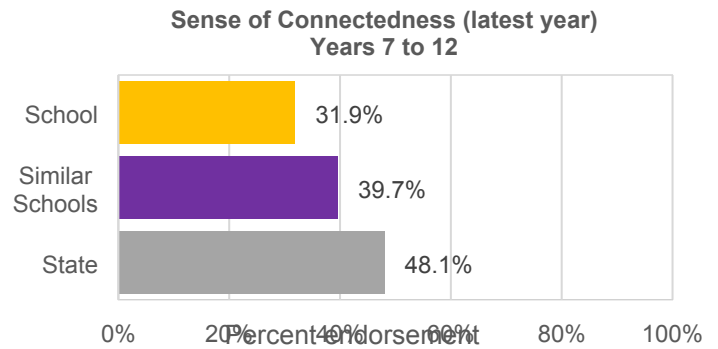
WELLBEING

Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

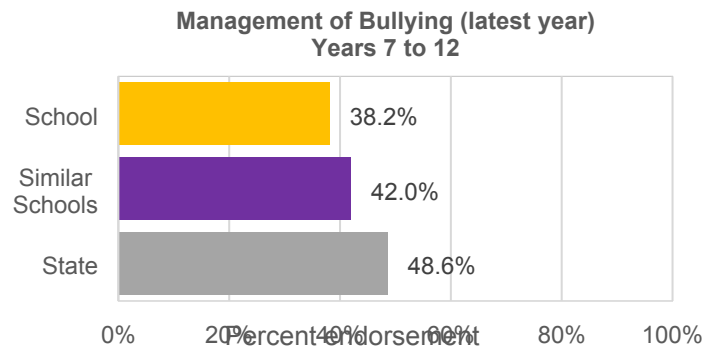
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	31.9%	39.1%
Similar Schools average:	39.7%	45.7%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	38.2%	44.1%
Similar Schools average:	42.0%	48.3%
State average:	48.6%	54.0%



ENGAGEMENT

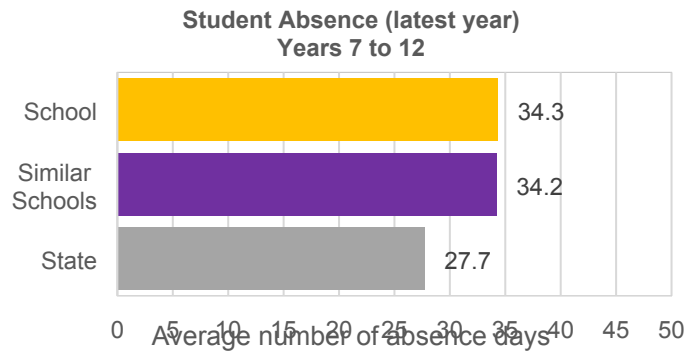
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.3	28.3
Similar Schools average:	34.2	28.4
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

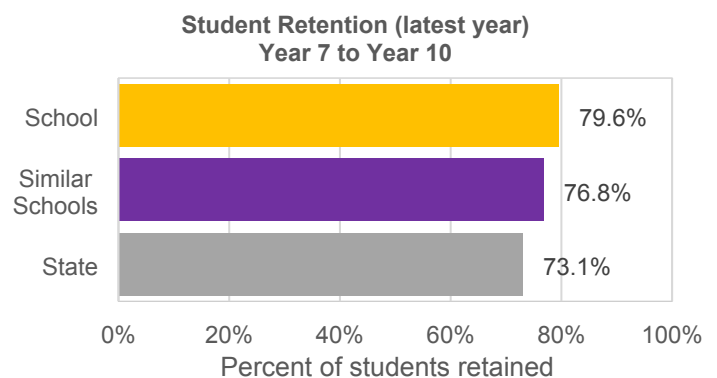
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	80%	82%	82%	81%	86%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	79.6%	80.4%
Similar Schools average:	76.8%	76.9%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

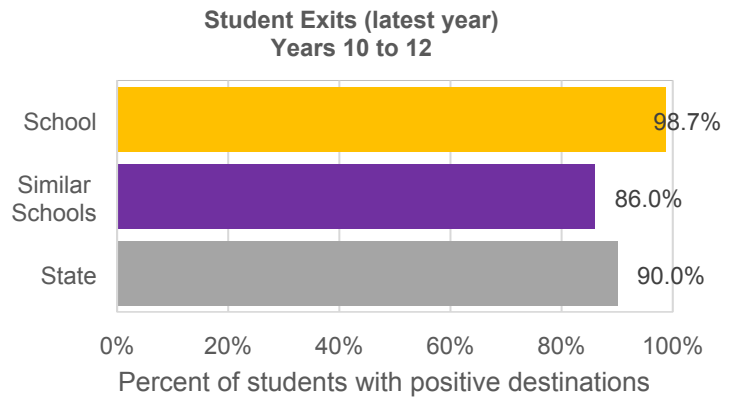
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	98.7%	89.4%
Similar Schools average:	86.0%	84.3%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$5,800,564
Government Provided DET Grants	\$1,039,060
Government Grants Commonwealth	\$6,206
Government Grants State	\$18,356
Revenue Other	\$35,069
Locally Raised Funds	\$329,566
Capital Grants	\$0
Total Operating Revenue	\$7,228,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$126,046
Equity (Catch Up)	\$19,084
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$145,129

Expenditure	Actual
Student Resource Package ²	\$6,247,773
Adjustments	\$0
Books & Publications	\$2,834
Camps/Excursions/Activities	\$56,103
Communication Costs	\$11,907
Consumables	\$135,131
Miscellaneous Expense ³	\$56,631
Professional Development	\$14,155
Equipment/Maintenance/Hire	\$66,500
Property Services	\$275,066
Salaries & Allowances ⁴	\$269,344
Support Services	\$122,915
Trading & Fundraising	\$124,204
Motor Vehicle Expenses	\$18,263
Travel & Subsistence	\$0
Utilities	\$88,579
Total Operating Expenditure	\$7,489,405
Net Operating Surplus/-Deficit	(\$260,585)
Asset Acquisitions	\$32,749

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,278,251
Official Account	\$33,149
Other Accounts	\$0
Total Funds Available	\$1,311,400

Financial Commitments	Actual
Operating Reserve	\$181,936
Other Recurrent Expenditure	\$3,167
Provision Accounts	\$0
Funds Received in Advance	\$93,449
School Based Programs	\$337,830
Beneficiary/Memorial Accounts	\$5,278
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$188,092
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$809,752

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.