

# 2017 Annual Report to the School Community



School Name: Horsham College

School Number: 8818

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Horsham College has a student population of approximately 881 students (Years 7 to 12) that includes 5% Koorie students. It is the only government secondary school provider servicing the City of Horsham and immediate surrounding rural area. 35% of students travel by bus from surrounding areas and approximately 30% of students receive the Education Maintenance Allowance or Youth Allowance. Our College is located on 14.74 hectares with alternative pathway programs known as Satellite VCAL Connect Ed, McKenzie Creek and Young Mums delivered from 2 other sites. The College is celebrating a recent upgrade of facilities after a \$10.6 million building program was completed at the end of 2017.

Increasingly we are developing a reputation for high quality teaching and a strong breadth and depth of learning programs, catering for our students' varied needs and providing multiple pathway options. We are recognised for the range of extracurricular activities that our students can access including sports, bands, public speaking, dance, singing, drama, the Human Powered Vehicle Challenge, Science clubs and elite sporting programs. Horsham College is committed to developing the skills and leadership capacity of staff and fostering a learning community that shares best practice with other schools.

The multi-million dollar Wimmera Trade Training Centre, which involves a partnership amongst 12 district Secondary and P-12 Colleges as well as with Federation University and Longerenong College, is located on our College grounds and the College provides five VET programs for students from the partner schools.

The College receives strong support from the majority of its parents and is integral to the community. The College staff have worked hard to develop positive links with community and educational agencies, including the Horsham City Rural Council, Wimmera-Southern Mallee LLEN, Skillinvest, Federation University and our neighbouring schools both within Horsham and throughout the Wimmera.

The College staff and its community should be proud of the opportunities it provides. It provides extension classes via the Select Entry Accelerated Learning Program and an accelerated VCE pathway. The College community is part of the Koorie Inclusive School Wide Positive Behaviours program and Horsham College is a Child Safe School.

The College has 101.76 equivalent full-time staff: 5 Principal class, 65.56 teachers and 28.6 Education Support Staff. Horsham College also has two College Chaplains and is part of the Doctors in Secondary Schools new initiative.

### Framework for Improving Student Outcomes (FISO)

Over the last few years Horsham College has reviewed school wide data to set a number of important goals in order to improve student outcomes. Our literacy and numeracy plans have yielded positive results over the last two years, and are a testament to the ongoing commitment and professionalism of the staff. The achievement of these results has been possible through Horsham College's commitment to adhere to targeted literacy and numeracy plans and cultural aspects of the College, such as our academic expectations policy. A number of data sets have been used to monitor the implementation of these strategies. Improvements in the decrease in low growth from year 7 to 9 and the increase in the medium to high growth for these years have been made possible through interventions targeted for this purpose. Acceleration strategies for our high achieving students have promoted a culture of high achievement. Our intervention measures for students who may have needed support in numeracy and literacy have shown improvement through the tracking of this data.

An increased focus on attendance has also made a significant impact in the importance of education for students and families.



## Achievement

Horsham College has undertaken a dramatic change in the last 4 years. This change has been a direct result of interventions by the leadership team and staff who have promoted a change of culture and high level of support for students. These initiatives are evident by the high percentage of satisfaction shown in both the staff, parent and student opinion surveys and the high retention of students from year 7 to 12. The high levels of staff and parental endorsement have also been complemented by a number of measures in student's achievements such as Horsham College's NAPLAN results, all of which are well above state mean. Of particular note is the effect that the Literacy strategy has had on the higher order thinking measures such as writing and reading, both of which have not only been above state mean but also above our 4 year trend. These measures have also been reflected in the high growth that has been achieved in the year 7 to 9 data sets. Our VCE results are also observed to be well above our 4-year trend as well as being on the high quartile of the state. The attendance strategies have been one of the components that have ensured the engagement of both students and parents has remained positive.

## Engagement

Student attendance continues to be a strong focus for Horsham College. Attendance rates continue to be higher than the state mean in 2017 and the four-year average is above state mean. Horsham College will continue to emphasise the importance of attendance. Through the 2017 Annual Improvement Plan (AIP), a challenging target was set and achieved to reduce unexplained absences below 10%. Through the policies for Attendance and Academic Expectations, a stronger focus was put on responsibilities for attendance follow up as well as placing greater value on high attendance rates and explaining all absences. For 2018, Horsham College has introduced an in-school attendance officer to facilitate same day contact for absent students.

Student retention from Years 7-10 continued to be a strength in 2017. The exit data continued to be below expectations, however the difference between our results and the state mean has declined in comparison to 2014-2017 4-year average. The College continues targeted resources to improve this data with increased careers and pathways support in both mainstream and alternative pathways programs and a greater emphasis on ensuring all students have a positive pathway before exiting the College. As well as reviewing and updating the Horsham College Exit process.

Whilst we have been able to reengage significant numbers of students into education we need to improve their educational outcomes and ultimately their future employment and further training opportunities. Student engagement and transitions will continue to be focus in 2018 through the implementation of the improvement strategy for VCE and VCAL areas. The College is also working to improve the access to school data to enable better tracking of student pathways and programs.

## Wellbeing



The College's mean for Years 7-12 in student attitudes to school data was at or slightly above the state mean for 2017. These results reflect the investment of the College in Student Engagement and Wellbeing and are impressive given the significant building works that were taking place during 2017. However, an area for further focus is Student Voice; this is being addressed through a review of the Student Leadership structure and the election process as well as the development of a Student Voice Annual Implementation Plan.

Horsham College continues to focus on building the culture of the school to reflect a more inclusive program. A key focus for 2018 is the widespread implementation of the School Wide Positive Behaviours Program, which involves having a Koorie Inclusive curriculum, as well as a curriculum that incorporates inclusion of all students from diverse backgrounds and cultures. Horsham College's Leadership will continue to invest in this area, and has committed significant resources to ensure change occurs and students and staff are learning and teaching in a safe and positive learning environment. This will be reflected in updated policies, as well as student and community forums.

Horsham College has implemented a multi-disciplinary wellbeing team, which delivers researched based programs, supports students and provides advice and support to teachers on engagement and wellbeing matters. The team is structured in alignment with the sub school structures, Middle, Senior and Alternate Programs, as well as access to two College Chaplains, funded in part by the community. The College Wellbeing Team will continue to deliver a range of targeted programs aimed to be proactive rather than reactive and have continue its use of the updated pastoral support database – SEQTA - which has enable improved record keeping and follow up.

As a school community we have built close links with the Network Student Support Services staff as well as with DHHS, Uniting Wimmera, Grampians Community Health and Headspace Horsham. We have also accessed support and programs provided by WSMLEN.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 878 students were enrolled at this school in 2017, 431 female and 447 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>



## 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:

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

## Performance Summary

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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain 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>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>55%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>48%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	50%	17%	Numeracy	28%	55%	17%	Writing	36%	44%	20%	Spelling	28%	53%	20%	Grammar and Punctuation	36%	48%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>96%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>22%</b>          VET units of competence satisfactorily completed in 2017: <b>96%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>36%</b></p>																										





## 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: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>97 %</td> <td>96 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	97 %	96 %	93 %	92 %	92 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Higher</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
97 %	96 %	93 %	92 %	92 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>○ Lower</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	

# 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)

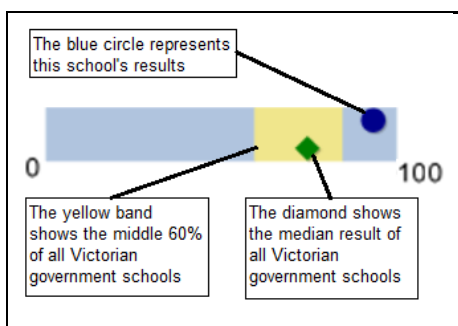
### Engagement

- 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).

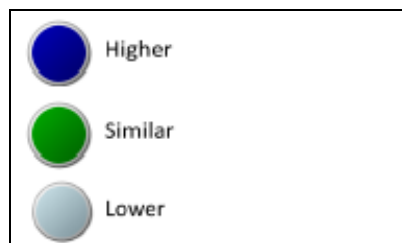


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').



## Financial Performance and Position

### Financial performance and position commentary

Horsham College managed its funds as per DET guidelines and used the income and resources prudently to maximise the impact on student learning in 2016. The income of \$12 282 081 involved approximately \$10.8 million dollars provided by the Government including \$1,062,807 for equity funding and the remainder from locally raised funds. The locally raised funds included payments by parents for camps and excursions, essential items and trading operations. Expenditure of just over \$12 769 037 involved \$1.02 million dollars on property maintenance (for example, cleaning, buildings maintenance and repairs and grounds maintenance) while significant amounts were spent on consumables, trading and utilities. The \$797 321 referenced as 'miscellaneous' involved almost one-half of the expenditure on service providers for delivery of VET and Satellite VCAL subjects and the Alternative Programs run by the College. The operating deficit was a result of increased expenditure on capital works as a part of the College's commitment to its building program and a planned staffing deficit in 2017. The Financial commitments statement indicates that the majority of the funds carried forward are allocated to assist in the maintenance and replacement of college facilities and the proposed building program.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$9,569,741	High Yield Investment Account	\$35,485
Government Provided DET Grants	\$1,264,225	Official Account	\$36,989
Government Grants State	\$69,856	Other Accounts	\$716,591
Revenue Other	\$358,098	<b>Total Funds Available</b>	<b>\$789,065</b>
Locally Raised Funds	\$1,020,162		
<b>Total Operating Revenue</b>	<b>\$12,282,081</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$966,145		
Equity (Catch Up)	\$96,662		
<b>Equity Total</b>	<b>\$1,062,807</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$9,677,669	Operating Reserve	\$137,176
Books & Publications	\$6,605	Capital - Buildings/Grounds incl SMS<12 months	\$412,997
Communication Costs	\$63,199	School/Network/Cluster Coordination	\$238,892
Consumables	\$300,417	<b>Total Financial Commitments</b>	<b>\$789,065</b>



Miscellaneous Expense <sup>3</sup>	\$797,321
Professional Development	\$62,649
Property and Equipment Services	\$1,019,783
Salaries & Allowances <sup>4</sup>	\$210,097
Trading & Fundraising	\$405,283
Travel & Subsistence	\$39,750
Utilities	\$186,264
<b>Total Operating Expenditure</b>	<b>\$12,769,037</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$486,956)</b>
<b>Asset Acquisitions</b>	<b>\$79,707</b>

- (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 05 March 2018 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.*