

2016 Annual Report to the School Community

School Name: Sandringham College

School Number: 8739



Name of School Principal:	Amy Porter _____
Name of School Council President:	Louise Dann _____
Date of Endorsement:	30 April 2017 _____



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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Sandringham College is a school of 945 students across two campuses; a Senior Campus (11-12) and Middle Years Campus (7-10). The school also hosts 70 International Students. It is located in the Bayside area of Melbourne. It has 93 equivalent full-time staff: 6 Principal Class, 78 teachers and 31 Education Support Staff.

The College is focused on challenging all students to excel as active, responsible learners and members of the school and wider community. Sandringham College provides the broadest possible range of programs, including enhanced English, Humanities, Mathematics and Science through the SEAL program; a Year 9 Program focussed on personal development and enquiry based learning and one of the widest ranges of VCE and VET and VCAL studies in the state. This breadth of studies and the unique dual-campus learning environment is highly attractive to students both in and beyond the local community.

The College has a strong reputation for the quality of its Performing and Visual Arts Programs. We have a key focus on academic learning and extensive Sports and Dance Academy Programs. Our students also learn much from participation in a wide range of co-curricula activities which develop our core values of respect, integrity, creativity, achievement and independence.

The College Strategic Plan focuses on three areas; personalising our programs and teaching for each student, increasing student empowerment and 'voice', and improving attraction into and transition through the College.

Sandringham College is currently completing phase one of its Masterplanning, with a new Discovery Centre at Sandringham 7-10 Campus now open and a similar size STEAM (Science, Technology, Engineering, Arts and Mathematics) learning centre on the Senior Campus to be completed in 2017.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is a Department of Education model that provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities. Schools choose to focus on specific priority areas around which they set targets. Sandringham College's two priority areas are:

FISO Area 1: *'Excellence in teaching and learning: curriculum planning and assessment'*

Improving student outcomes with a particular focus on growth or value adding is the key focus of the school over the next 5 years. The school's primary goal is to improve the percentage of students in the medium/high growth area (Years 7-9). The strategies linked to the *'Excellence in teaching and learning: Curriculum Development and Assessment'* are essential to achieving this growth and there is a fundamental link between teacher efficacy and student outcomes.

FISO Area 2: *'Positive climate for learning: empowering students and building school pride'*

The connection between student motivation and student outcomes is well researched and something that is being actively addressed through the development of professional learning teams and a focus from the school's principal team and Leading Teacher for student voice on gathering student qualitative feedback around this.

Achievement

Sandringham College students are performing at the expected level for the Victorian medians for English and Mathematics in Years 7-9 accordingly as confirmed by Year 9 Naplan results. VCE, VET and VCAL uptake is high and satisfactory completion is consistently above the state average. The VCE all study mean of 28.5 is good and continues to grow. The number of students receiving study scores of 40 or above also continues to grow.

The College emphasises professional learning teams to develop integrated curriculum and the use of innovative teaching practice. The College continues to strengthen teaching and learning through the 3i's pedagogical model, and through a focus on the use of data to improve individual learning outcomes.

The College seeks to develop higher order thinking skills and enquiry based learning, provide assessment for and as learning, and improve Literacy and Numeracy outcomes.

Our PSD program demonstrates continued success as students with a disability show progress at satisfactory or above in achieving their individual goals.

The College International program continues to grow with students enrolled years 7 -12.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling and particularly in the senior years, students are supported to develop their own pathway based on passion and future goals. There is a strong focus on increasing student motivation through improving curriculum offerings and pedagogy.

The pathways and transition data for Sandringham College is sound with the majority of students progressing to a tertiary course or employment post Year 12. Student uptake of further study or full-time employment from Years 10-12 is growing. Exit destination data shows an increase in the proportion of Sandringham College graduates accessing tertiary study. Real retention from Years 7-10 is an area for continued focus and forms a part of the regeneration project.

Students are engaged with learning and feel a strong connection to the school and their peers. The highly innovative Horizons Year 9 program is an outstanding success. The redefined year 10 program allowing for early commencement of the VCE and greater access to the senior school provides a platform for continued student development. The International students program is also adding to school wide opportunities. The strong and vibrant student leadership program has been strengthened to encourage student voice in all school aspects in order to enhance student empowerment and engagement.

Attendance data at the school indicates the school is tracking at a similar rate to like schools. Attendance concerns are addressed holistically through engaging with relevant stakeholders. The school has two wellbeing officers who support students with attendance concerns through parent interviews, student support plans and engagement with external agencies.

Wellbeing

The wellbeing of students is a high priority at Sandringham College, and is supported by the respectful classrooms structures and Safe Minds wellbeing approach across the College. The College is actively involved in the Resilient Youth Australia Project, a longitudinal study that provides the school with current data that can be used to support student wellbeing.

The College continues to support the wellbeing of students with the focus on a whole school approach to vision, mission and values linked to classroom management through the Respectful Classroom Model.

Combined results from the annual student attitudes to school survey are higher than other schools and average attendance rates are similar to like schools. The school has embedded new student management and electronic attendance procedures via online management systems to assist with the monitoring and recording of student attendance. Students are happy in their relationships with their teachers and peers and feel secure in the school environment.

Comprehensive transition programs meet the needs of students and families who join the College at the two main entry points of Years 7 and 11. A dedicated focus on transition, through the allocation of human and financial resources supports new students at the school.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 945 students were enrolled at this school in 2016, 410 female and 535 male. There were 5% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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>	<ul style="list-style-type: none"> ● Similar ● Higher ● Lower ● Similar



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p>● Similar</p> <p>● Similar</p>
<p>Students in 2016 who satisfactorily completed their VCE: 97% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 28% VET units of competence satisfactorily completed in 2016: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 71%</p>		



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 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>91 %</td> <td>90 %</td> <td>86 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	86 %	90 %	92 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	86 %	90 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Similar</p> <p>● Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Similar</p> <p>● Lower</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

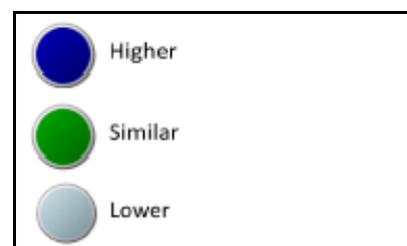
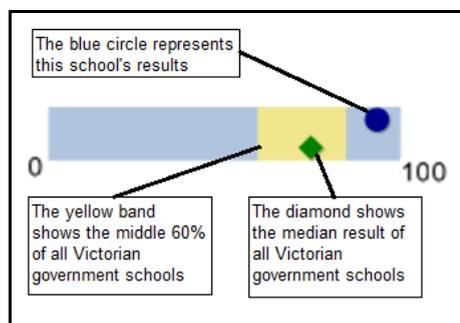
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

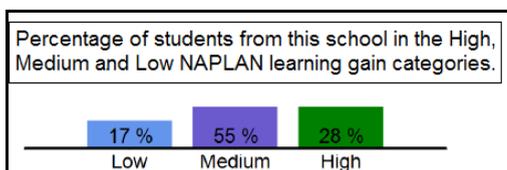
You can see these results for the latest year, as well as the average of the last four years (where available).

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



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

Sandringham College has been consolidating the school finance in 2016 and the net financial position has improved. The continued support from the Sandringham College Community ensures we are able to deliver quality education.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,025,301
Government Provided DET Grants	\$1,133,706
Government Grants Commonwealth	\$33,356
Government Grants State	\$51,172
Revenue Other	\$116,819
Locally Raised Funds	\$1,721,757
Total Operating Revenue	\$12,082,110

Expenditure	
Student Resource Package	\$9,695,510
Books & Publications	\$16,855
Communication Costs	\$40,992
Consumables	\$299,719
Miscellaneous Expense	\$1,842,535
Professional Development	\$51,346
Property and Equipment Services	\$668,751
Salaries & Allowances	\$440,412
Trading & Fundraising	\$65,939
Travel & Subsistence	\$22,914
Utilities	\$123,183

Total Operating Expenditure **\$13,268,156**

Net Operating Surplus/-Deficit **(\$1,186,046)**

Asset Acquisitions **\$6,800**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,515,796
Official Account	\$103,719
Other Accounts	\$190,099
Total Funds Available	\$1,809,613

Financial Commitments	
Operating Reserve	\$569,333
Maintenance - Buildings/Grounds incl SMS<12 months	\$118,271
Revenue Received in Advance	\$452,220
Repayable to DET	\$669,790
Total Financial Commitments	\$1,809,613

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.