

2014 Annual Report to the School Community

Edenhope College

School Number: 5432



Name of School Principal:

ROBYN HOLLIS

Name of School Council President:

STEPHEN MUNN

Date of Endorsement: 16-03-2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

In 2014 continued to pursue excellence and place students at the centre of all teaching and learning decisions. There was a focus on integrating the perspective of Visible Learning (seeing learning through the eyes of the student) with the tools and strategies of Powerful Learning including learning intentions, success criteria and feedback. Two whole school personal performance goals developed staff skills in this integrated model and allowed for a reviewed and documented College curriculum that was able to better meet the needs of all students. The College Curriculum includes: a focus on Early Years Literacy and Numeracy; Languages - German; Years 9 and 10 elective program for The Arts and Design, Creativity and Technology domains; Senior Pathways include the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with Vocational Education & Training in Schools studies at the Edenhope and Wimmera Trade Training Centres; access to further vocational programs, including School Based Apprenticeships, Structured Workplace Learning and Technology (Food, Textile, Automotive, Metal and Wood); Visual Arts (Multi-media, Photography, Ceramics / Sculpture and Painting); Performing Arts (Drama and Instrumental Music); and Animal / Agricultural Horticultural Studies, utilising the College Farm. The College extended 1 to 1 ICT devices for students from Year 4 to Year 12 with Year 7 and Year 8 students obtaining interactive tablets. Extra curriculum options include the Advance Program (Year 9) and The Duke of Edinburgh's Award Scheme - Bronze, Silver & Gold levels (Years 9 - 12) and a strong sports program with opportunities for students to compete at district, state and national levels. Edenhope College had a total of 217 students in 2014, 117 female and 100 male. The College celebrated the 20th Anniversary of the p-12 structure with a whole of community Bush Dance and school fete. Strong student learning gain was a significant achievement in both the Primary and Secondary areas of the school in 2014. The College will continue to focus on improving student outcomes and maintaining the strong partnerships for learning with staff, parents and students.

Achievement

Student achievement and learning gain has been a highlight of 2014. NAPLAN learning gain from Year 3 to Year 5 for Reading and Numeracy has reached 40% and 50% respectively in the 'high' category. Learning gain from Year 7 to Year 9 reached 33% and 39% in the 'high' category also for Reading and Numeracy. The Annual Improvement Plan targets for teacher judgments in AusVELS have been met in reductions in the lowest results category of D & E in the Primary Years for Speaking & Listening and Number. D & E results were also reduced in Years 7-10 in Reading, Writing, and Number. Annual Improvement Plan targets of increases in A & B results have been met in the Primary Years for Speaking & Listening and in Year 7-10 in Reading. Improvements have also been made in Reading and Number results in the Primary Years and in Writing and Speaking & Listening in Year 7-10. Targeted intervention through Reading Recovery and Quicksmart continue to prove successful as does specific and direct strategies implemented by teachers. 100% of students passed VCE with one student with a study score over 40. The Annual Improvement Plan target of the Allstudy VCE score of 31 was not met but will be retained as a target in 2015.

Engagement

Aspirational targets in the Annual Improvement Plan regarding the Student and Parent Surveys were not met in 2015. However, the Strategic Plan 2013-2016 improvement targets were met (11 categories) or very close to being met for the Student Attitudes to School in all except three categories. This demonstrates increasing satisfaction amongst the student body. In categories where the targets were not met, the results were still satisfactory. Peer Connectedness and Student Motivation are areas that will be focused on in 2015. A student Senior Advisory Group will be formed to meet regularly with the Principal and staff in a range of forums to encourage student voice and feedback. Year 9 students were trained in late 2014 as Peer Coaches and Mediators so they can provide these services to the Middle and Junior School students in 2015. Student Leadership options are growing as are the opportunities for students to extend themselves with VCE subjects at the Year 10 level. Encouraging and nurturing student aspiration and effort will be a focus for 2015. Attendance rates are at good levels which contributes to student success. Non-attendance is followed up quickly and effectively.

Wellbeing

A range of programs have been developed to support students' wellbeing, engagement and academic success. 2014 saw the introduction of MATES Mentoring which proved to be enormously successful. Other quality programs launched or run in 2014 included Better Buddies, Rock and Water and Bounce Back. The College invested in training key staff to ensure the programs quality and sustainability. The Wellbeing Team consisting of the Coordinator, Primary Wellbeing Officer, School Nurse and Chaplain were ably supported by caring staff and leaders to support the whole school community in meeting their health and wellbeing challenges. Cybersafety will continue to be a focus in 2015. A zero tolerance approach has been taken to anti-social or bullying-type behaviours. Educating the whole school community will continue to be important in maintaining our safe and supportive teaching and learning environment. A review of the Student Engagement Policy will occur in 2015-2016.

Productivity

The goal of providing quality student learning experiences has driven the decisions with regard to staffing and facilities provision in 2014. An additional 1.5 teachers were employed in the Primary area enabling an extra class to be run and 0.5 in the Secondary area for Mathematics provision. Investment was made in expanding 1 to 1 IT devices by leasing ASUS Tablets for Year 7 & 8. Improvements were made in reporting processes and the acquisition of a Student Management system which will roll out in 2015. Staffing and budget constraints will provide some challenges in the coming years; however quality student learning will remain the priority.

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

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 217 students were enrolled at this school in 2014, 117 female and 100 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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>	<table border="1" style="margin: auto; border-collapse: collapse;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>30%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>60%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>78%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	30%	40%	Numeracy	20%	30%	50%	Writing	40%	60%	-	Spelling	22%	56%	22%	Grammar and Punctuation	22%	78%	-	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	30%	40%																							
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Writing	40%	60%	-																							
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Grammar and Punctuation	22%	78%	-																							

(Primary Year Levels)

Performance Summary

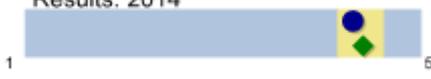
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> <td>87 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	95 %	94 %	87 %	92 %	90 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(Primary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 217 students were enrolled at this school in 2014, 117 female and 100 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

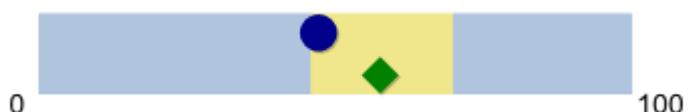
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

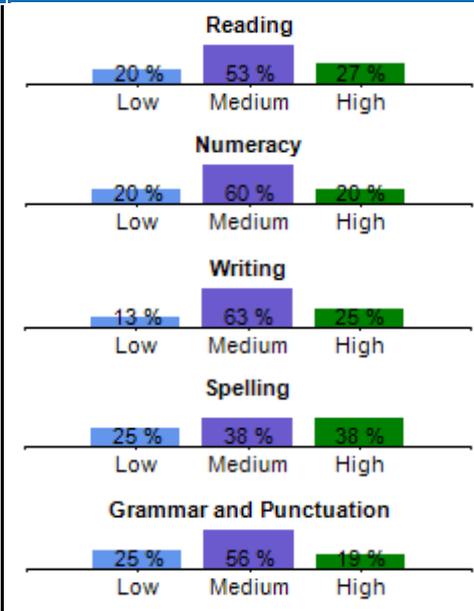
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
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NAPLAN Learning Gain Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

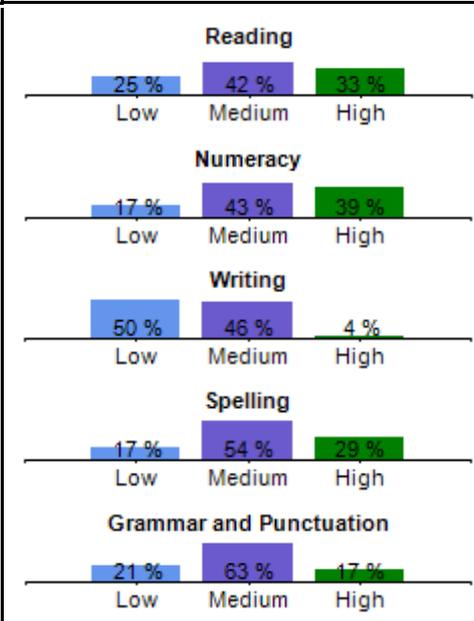


NAPLAN Learning Gain does not require a School Comparison.

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

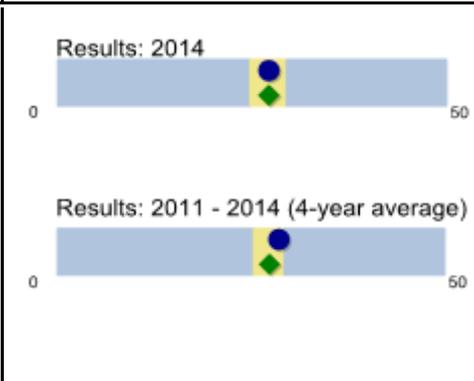


NAPLAN Learning Gain does not require a School Comparison.

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.



Similar

Similar

Students in 2014 who satisfactorily completed their VCE: [100%](#)
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: [40%](#)
 VET units of competence satisfactorily completed in 2014: [100%](#)
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: [90%](#)

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>92 %</td> <td>91 %</td> <td>88 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	88 %	90 %	94 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	88 %	90 %	94 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

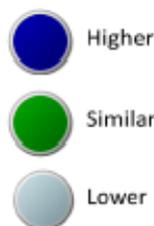
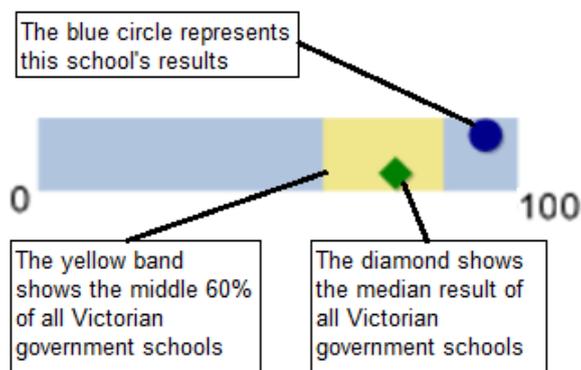
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

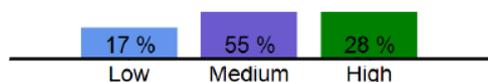
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package (Credit)	\$2,808,863
Government Provided DE&T Grants	\$370,288
Government Grants Commonwealth	\$7,566
Government Grants State	\$3,773
Revenue Other	\$18,394
Locally Raised Funds	\$156,146
Total Operating Revenue	\$3,365,030

Funds Available	Actual
High Yield Investment Account	\$14,458
Official Account	\$1,800
Other Accounts	\$11,757
Total Funds Available	\$28,015

Expenditure	
Student Resource Package (Credit)	\$2,741,020
Books & Publications	\$13,467
Communication Costs	\$9,947
Consumables	\$66,311
Miscellaneous Expense	\$150,193
Professional Development	\$17,281
Property and Equipment Services	\$142,505
Salaries & Allowances	\$76,278
Trading & Fundraising	\$29,151
Travel & Subsistence	\$17,600
Utilities	\$47,731
Total Operating Expenditure	\$3,311,482

Financial Commitments	
Operating Reserve	\$28,015
Total Financial Commitments	\$28,015

Net Operating Surplus/-Deficit	\$53,548
Asset Acquisitions	\$0

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.

Financial performance and position commentary

As a result of effective financial management processes in 2014, the College has again finished the year with an overall Net Operating Surplus of \$53,548.

The continued support of the College parents ensured that the school was able to offer the best possible facilities, resources and programs were available to all students, across all year levels.

The 2014 Locally Raised Funds portion accounted for 39% of the schools overall budget, with the excellent result of parent payments equating to 85.48%