

2015 Annual Report to the School Community

Edenhope College

School Number: 5432



Name of School Principal:

Robyn Hollis

Name of School Council President:

Shane Adams

11/05/2016 – Email;
16/05/2016 – Minuted at
School Council

Date of Endorsement:

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 2015.

About Our School

School Context

Edenhope College had a total of 195 students in 2015. In accordance with the trend for rural and remote schools, this is a decrease in enrolment from 2014 which was 217. The College established closer links to the Edenhope Kindergarten throughout the year to facilitate transition and provide parents with up to date information about the College. The College has further developed an Instructional Model based on Visible Learning – seeing learning through the eyes of the student and teaching for greater impact and student learning growth and; the High Reliability Schools Framework – a scaffolded set of conditions leading to whole school improvement and effectiveness. Information and Communications Technology (ICT) is an integral part of the teaching and learning process and the College continues to prioritise up to date ICT resources for students and staff. Curriculum provision is inclusive of s AusVELS and the Victorian Curriculum; 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.

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.

The school accesses support professionals from the DET Grampians Region, including School Nurse, Primary Wellbeing Officer, Speech Pathologist, Social Worker and Visiting Teacher (Hearing).

The College facilitates strong partnerships for learning with parents, students and the community. Successful outcomes and quality teaching and learning for students is central to the purpose and vision for the College now and into the future. Building teacher capacity using evidence-based approaches will be a primary focus into 2016 and the 2017-2020 School Strategic Plan.

Achievement

The College continues to achieve academic success at good to excellent levels. The College was mentioned in the Sun-Herald for achieving 'back to back' improved learning growth for students in numeracy. High learning gain for NAPLAN Year 3 to Year 5 Reading and Numeracy was 22% and 33% respectively. For Year 7 to Year 9, a 'Medium Learning Gain' of 64% for Reading was achieved and a High Learning Gain of 33% was achieved for Numeracy. In the Year 5-7 NAPLAN data, 'High Gain' for Numeracy was 32%. Teacher judgement 2015 targets (increase 'A' & 'B' results) for Year F-6 were met for Number. Teacher judgement 2015 targets (increase 'A' & 'B' results) for Year 7-10 were met for Reading. Quicksmart literacy and numeracy intervention program participants achieved strong growth, greater than their average achieving peers especially with regard to comprehension speed. Accuracy and speed targets for individuals exceeded the targets. The VCE Allstudy score of 25.75 did not meet the target of 30. Three students achieved a mean study score above 30. Students leaving the College between Year 10 and Year 12 generally exit to further studies, training or employment and this has remained consistent for the past four years. Over the last 3 ½ years, there has been positive trends towards meeting the 2013-2016 School Strategic plan targets. Improving Writing and maximizing opportunities for students to achieve 'A' and 'B' results is a focus of current and future work.

Engagement

The College directed considerable effort and resource towards reviewing and designing the Student Engagement and Wellbeing Policy and included staff, students and parents in the process. Eight successful parent forums were held which has provided excellent feedback in a range of areas. Parent Input factor in Parent Opinion Survey rose to 5.13. Changes were made to the format for Parent-Teacher-Student Interviews and this has been well-received by parents. Student Attitudes to School survey reflected a slight downturn across the categories however scores for females in Yr 5-6 improved in relation to learning factors. Scores are generally similar to the State mean for Teaching and Learning factors. Stimulating Learning will continue to be a focus into the next strategic plan and addressed through building teacher capacity. A Senior (student) Advisory Group was established and completed a school promotional video as well as providing advice to the Leadership team. The Wimmera Southern Mallee Local Learning and Employment Network assisted in the formation of the Edenhope Community Action Network to build stronger connections to the community. The WSM LLEN also provided support for the introduction of a term of Hands on Learning for interested students. Reading Buddies and Mates Mentoring again proved successful in encouraging student engagement.

Wellbeing

The review and design of the Student Engagement and Wellbeing policy resulted in an updated student management process and a clearer commitment to using Restorative Practice. Students were provided with cyber-safety education and this requires constant revisiting and reinforcement. The College 'flagship' programs of Rock and Water, Bounce Back, Young Leaders, Better Buddies and Mates Mentoring teach and develop positive social skills, behaviours and attitudes. The Wellbeing team led the whole school in the promotion of harmony, inclusion and in 2015, the nation-wide focus on preventing violence, especially against women and children. Students were able to access the wellbeing support of all teachers with more specialist assistance provided by the DET Student Support Services team and external agencies. A School Nurse, Primary Wellbeing support, Chaplain, Education Support staff for Students with a Disability and a Wellbeing Leading Teacher work together and proactively with staff to ensure a safe, healthy and positive environment for the whole College community.

Productivity




Resources were directed towards key intervention programs for literacy and numeracy in the Primary years – Reading Recovery and Quicksmart. Approximately 30 sessions of Quicksmart per week are delivered by two ES staff. Reading Recovery was delivered by a Classroom Teacher 2 for 0.2 FTE time allocation. Literacy and Numeracy Coordination in the Primary years received a single session time allowance every week. An Acceleration day was available to staff to work in partnerships or teams on key improvement work for a full day and this time was covered by CRT employment. The Xuno Learning Management System was introduced in 2015 with a trial of the attendance area being the main focus. Language Perfect was also introduced to encourage greater engagement of students in learning German.

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

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.

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

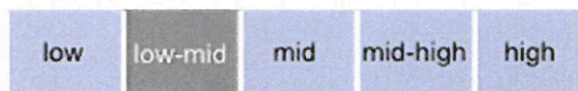
School Profile

Enrolment Profile

A total of 195 students were enrolled at this school in 2015, 100 female and 95 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

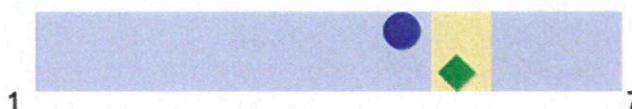
Overall Socio-Economic Profile

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



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.

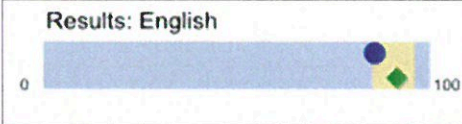
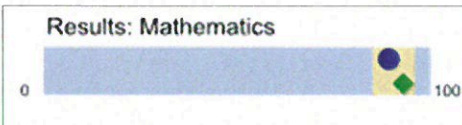


Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)




Performance Summary

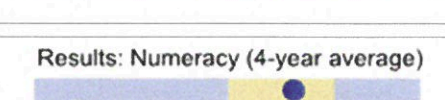
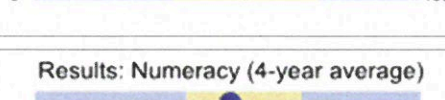
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Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Primary Year Levels)




Performance Summary

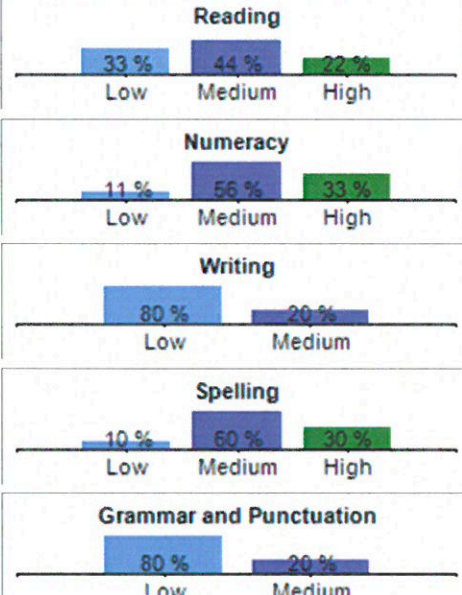
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Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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

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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"> <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>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>20%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>80%</td> <td>20%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	44%	22%	Numeracy	11%	56%	33%	Writing	80%	20%	0%	Spelling	10%	60%	30%	Grammar and Punctuation	80%	20%	0%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

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Engagement

Student Outcomes

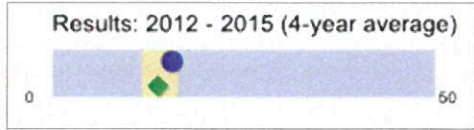
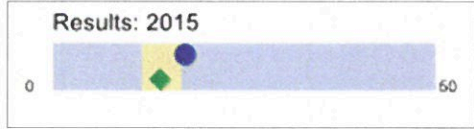
School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	92 %	92 %	93 %	92 %	88 %	90 %



(Primary Year Levels)




Performance Summary

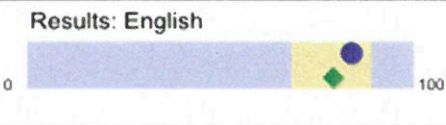
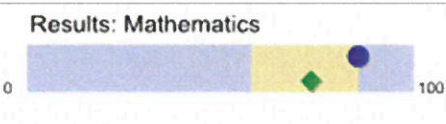


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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government 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: 2015</p> <p>Results: 2012 - 2015 (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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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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> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Secondary Year Levels)




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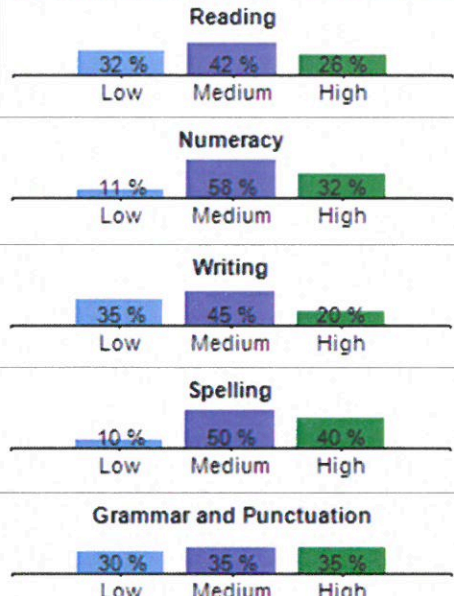
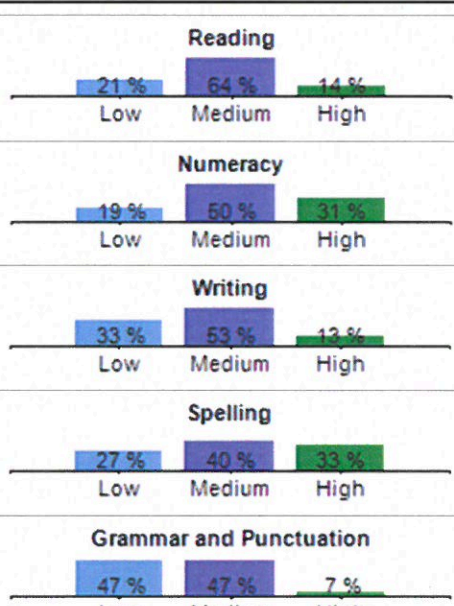



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Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: 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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>

(Secondary Year Levels)

Performance Summary




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<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>	 <table border="1"> <caption>NAPLAN Learning Gain Year 5-7 Student Outcomes</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>58%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>45%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>35%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	42%	26%	Numeracy	11%	58%	32%	Writing	35%	45%	20%	Spelling	10%	50%	40%	Grammar and Punctuation	30%	35%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>	 <table border="1"> <caption>NAPLAN Learning Gain Year 7-9 Student Outcomes</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>64%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	64%	14%	Numeracy	19%	50%	31%	Writing	33%	53%	12%	Spelling	27%	40%	33%	Grammar and Punctuation	47%	47%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>	 <table border="1"> <caption>VCE Results Comparison</caption> <thead> <tr> <th>Year</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Results: 2015</td> <td>0</td> <td>30</td> <td>50</td> </tr> <tr> <td>Results: 2012 - 2015 (4-year average)</td> <td>0</td> <td>30</td> <td>50</td> </tr> </tbody> </table>	Year	Low	Medium	High	Results: 2015	0	30	50	Results: 2012 - 2015 (4-year average)	0	30	50	<p> Similar</p> <p> Similar</p>												
Year	Low	Medium	High																							
Results: 2015	0	30	50																							
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Students in 2015 who satisfactorily completed their VCE: 100%
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%
 VET units of competence satisfactorily completed in 2015: 96%
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 73%

(Secondary Year Levels)

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: 

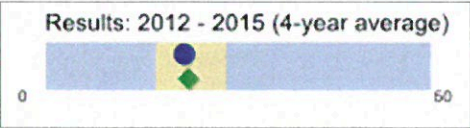
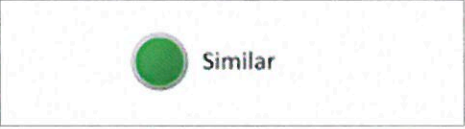
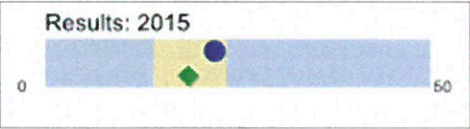
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

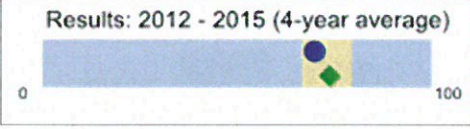
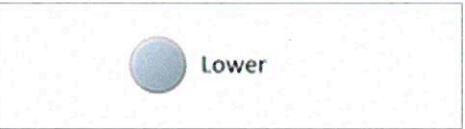
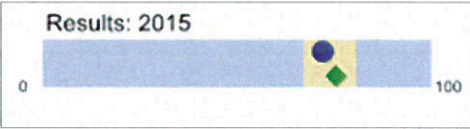
Average 2015 attendance rate by year level:



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
90 %	90 %	83 %	89 %	89 %	91 %

Student Retention

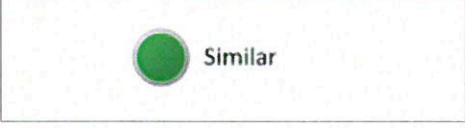
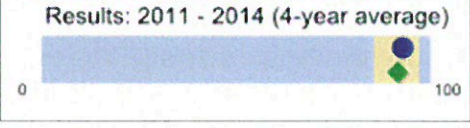
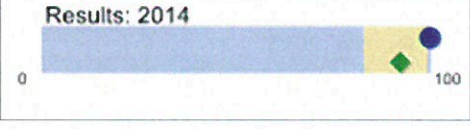
Percentage of Year 7 students who remain at the school through to Year 10.



Students exiting to further studies and full-time employment




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

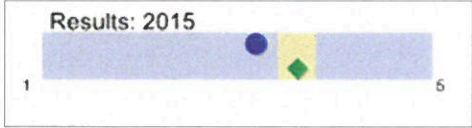

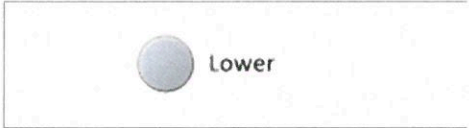
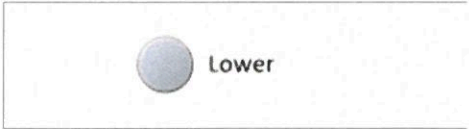
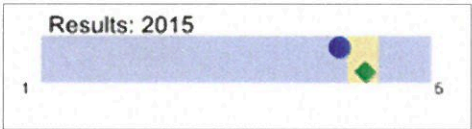
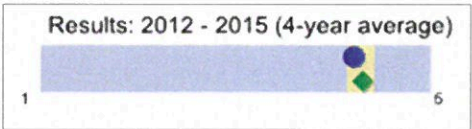
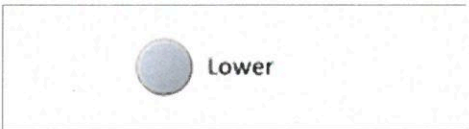
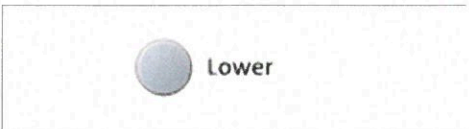
Note: This measure uses data from the previous year.



(Secondary Year Levels)

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	 

How to read the Performance Summary

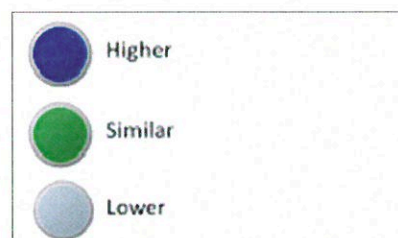
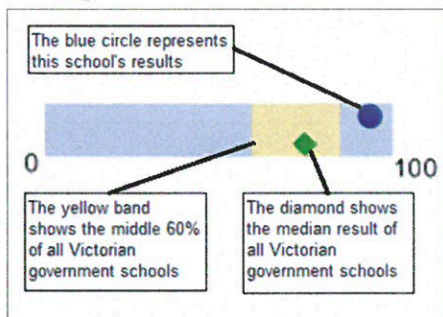
What are student outcomes?

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?

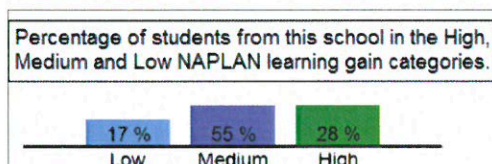
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.