

2020 Annual Report to The School Community



School Name: Irymple Secondary College (7198)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 09:42 AM by Jo McQuinn (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 11:16 AM by Fiona Zambelli (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Irymple Secondary College is aligned with the "Irymple Way - all in no excuses". We are all very proud of our school and have high expectations of our staff and students as well as ensuring that all students are catered and cared for adequately. On completing Year 10 our students are supported to transition to the Mildura Senior College or an approved pathway such as Sunraysia TAFE.

Irymple Secondary College values its community and shares facilities with them on a regular basis.

The college offers extra-curricular activities including inter and intra school sport, performing arts, instrumental music, college productions, Alpine School for Student Leadership and a camping program. There are opportunities for student leadership including School and House Captains, a Student Representative Council and a Peer Mentoring Program.

The college caters for student wellbeing and pastoral care through a variety of targeted programs at each year level, a wellbeing team and partnerships and referrals to community and health providers. There is a Doctors in Schools Program.

Partnerships are established with other schools in the district including primary schools and secondary schools through the Mildura Secondary Schools' Alliance.

Irymple Secondary College's vision is for all of us to work effectively and respectfully in our open flexible learning community.

Irymple Secondary College's mission is to provide students with the best possible educational opportunities whilst encouraging student voice. The College used student voice to develop its new values - I - Initiative S - Success C - Community.

Our College is in a growing community and it is necessary for us to follow the Department's Placement Policy and enrol students from our neighbourhood. It is anticipated that the College will reach capacity within the next two-three years. In 2020 the College had an enrolment of 576 with an anticipated enrolment of 620 students in 2021 which is a further 40 plus students.

The College has a FTE of 3.0 Principal Class, 2.0 LT, 26.6 Classroom 2 Teachers, 8.2 Classroom 1 Teachers, 17.0 ES staff with 02 ATSI staff member (our Koorie Education Support Officer).

Framework for Improving Student Outcomes (FISO)

Irymple Secondary College was able to partially complete KIS 1a and KIS 1d throughout 2020. This was mainly because of Remote Learning and the fact that we had limited time at school. The English KLA did continue to work on improving writing however this was not practicable for other KLA areas. KIS 1a (Plan and Evaluate Curriculum) was partially completed as again we were limited time wise to conduct curriculum audits and the work was redirected to write curriculum that was adaptable for remote learning.

During 2020 two Key Improvement Strategies were fully completed (KIS1b and 1c). The College was able to continue working on embedding the Instructional Model and we were able to collaboratively plan for differentiated teaching and learning in Maths. A number of strategies were introduced in Maths which has enabled students to work at their point of need. Student data in mathematics shows that, despite remote learning, at least half of our students improved 12 months in 6 months in mathematics. Students complete pre testing and an individual learning plan is developed for each student using a number of resources such as Essential Mathematics, Maths Online, YouTube videos embedded in Google Classrooms. The students complete the learning prior to doing a post test to gauge learning growth. The students talk about learning growth rather than percentages and they know their specified areas of weakness and

strengths in Maths.

KIS 2a in Engagement was partially completed. Irymple Secondary College was able to continue the work around Student Agency in English and text studies. Students are offered a variety of texts to study and they move to the teaching group to do this study within the flexible learning spaces at the College. This empowers students regarding their studies and supports engagement in the learning.

Kis 3a - Embedding a framework for behaviour based on school values was completed in 2020. This work included consulting and working with the Student Representative Council to develop new school values and what these values actually mean when we are working together. These values were then put into student speak, a visual representation was developed and they are now displayed within our school environment. Staff and students know and use these values on a daily basis.

Achievement

Irymple Secondary College was able to manage remote learning for all students with staff ensuring that students remained connected to their learning in all subject areas. A number of resources were used to engage students such as but not limited to - Google Classroom, Stile, Essential Maths, Online Maths, Webex, XUNO and phone calls. Our students were provided with Technology and Art subject materials each week to continue with the design and production of work in these areas. All subjects continued to provide learning opportunities throughout Remote Learning and students requiring additional support were provided this through individual Webex meetings from their classroom teachers and our Education Support Staff.

The College chose to run with its current timetable and students were aware on their timetables when they had video classes through Webex. All subjects had video classes each week and offered additional classes for students that needed additional assistance. Communication with students and parents was mainly through XUNO and it was pleasing to see the thousands of messages each day between school and home.

Our staff worked collaboratively to write and develop curriculum with appropriate resources and to support students and families with the learning. Staff have chosen to continue with Goggle Classrooms so as to support students who may have to have longer periods of absences in the future. Google classrooms also allows students to ensure that they have completed the set curriculum and they can go back and complete tasks that they may have missed.

The College had a large presence on our official social media sites which enabled parents, students and community to remain connected to the school.

Engagement

The College di partially completed KIS 2a - During remote learning we were challenged as far as promoting student agency in learning however our English Department have on our return to face to face changed the way they teach text in Year 7 and 8 with students being given an option of the text that is studied - teachers share students in our open flexible learning environment.

The College's Maths Department was able to continue with engagement in learning throughout remote learning with students actively following their individualised learning programs using a range of online tools.

Our student attendance data was pleasing during remote learning with most students engaging in the learning or if they weren't they were followed up and alternative arrangements were made for them. Between 6-10 students attended onsite each day.

All students except two returned to school in Term 4 and finished the 2020 year off. However attendance did drop off

more than we expected especially on the Monday prior to the Melbourne Cup holiday. In an attempt to maximise attendance the College actively ensured that there were no curriculum days during Term 4 and prioritised the learning opportunities.

Wellbeing

During 2020 the College completed KIS 3a - During the time students were at school the Student Representative Council were able to work together to develop a new agreed set of school values that were then worked through with the school community. The students decided on displays that were designed and put around the college. All staff use these values when dealing with any issues that arise within our school community and the students are actively learning and engaging with our values.

During remote learning our wellbeing team continued to support students by going for walks with them, regular phone calls, Webex calls, organising food packages and anything else that families needed. They were available for students and families on and communicated with them regularly.

Our Director of Happiness - Wallace (the school dog) was introduced to the school community at the beginning of the year and he has been engaging with our students, staff and families throughout the year. He was seen around going on walks with students during remote learning as well.

Financial performance and position

Irymple Secondary College finished the year with a substantial surplus. However this surplus includes approximately \$500,000 of committed expenditure around our library, our drainage (which is in poor disrepair) and to ensure we meet our OH&S requirements such as tree management and playground upgrades etc.

2020 was an extraordinary with Covid and our Operating Statement is distorted due to no camps, reduced onsite learning, increased cleaning, reduced Professional Development, Trading Operations and many other areas.

Equity Funding was received in 2020 and this funding has been channeled towards additional student wellbeing and additional literacy and numeracy staff to improve learning outcomes.

Our School Council have entered into a new cleaning contract from 2020 and for the next 3 years, a maintenance contract for our library to repair serious termite and water damage to this area including stump replacement, floor, carpet and some walls which had termite damage.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

Enrolment Profile

A total of 576 students were enrolled at this school in 2020, 269 female and 307 male.

2 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

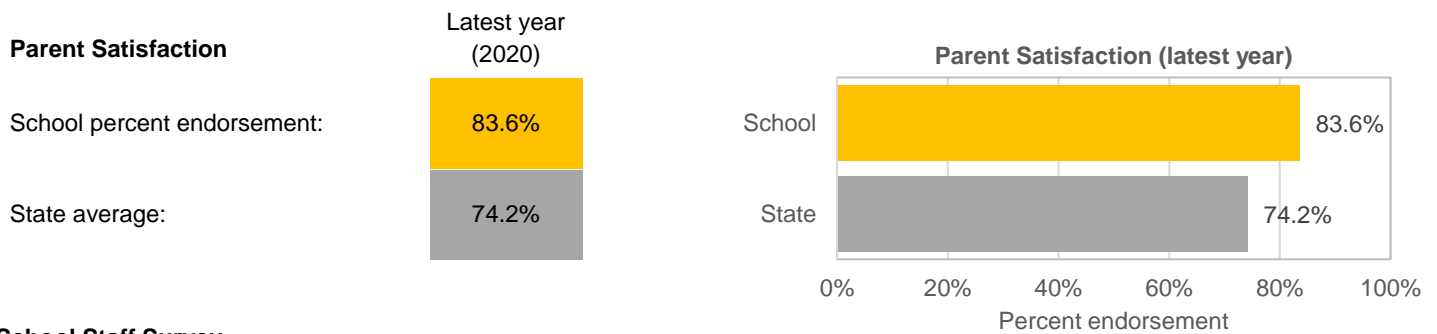
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

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

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

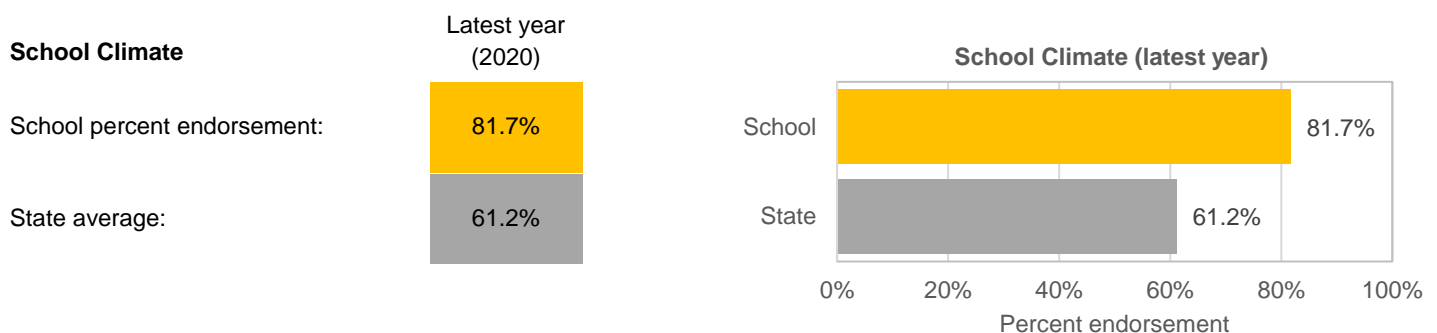


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

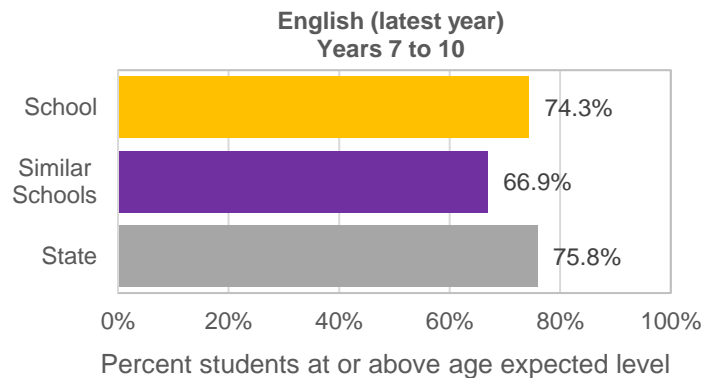
74.3%

Similar Schools average:

66.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

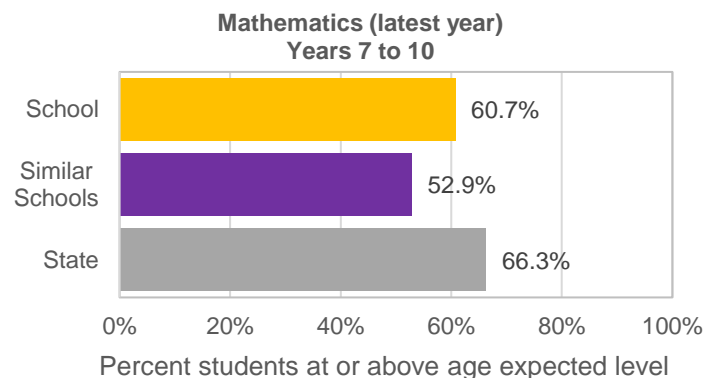
60.7%

Similar Schools average:

52.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

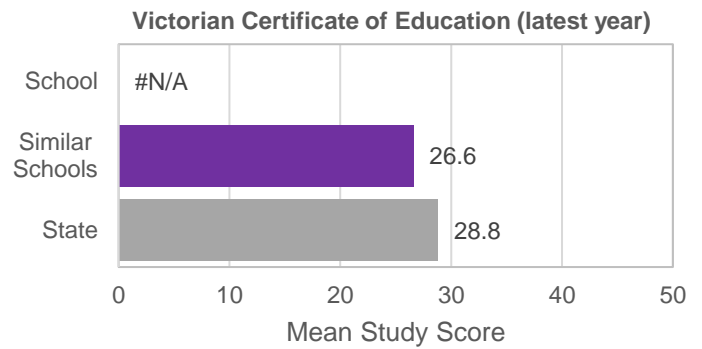
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	26.6	26.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

NDA

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2020:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

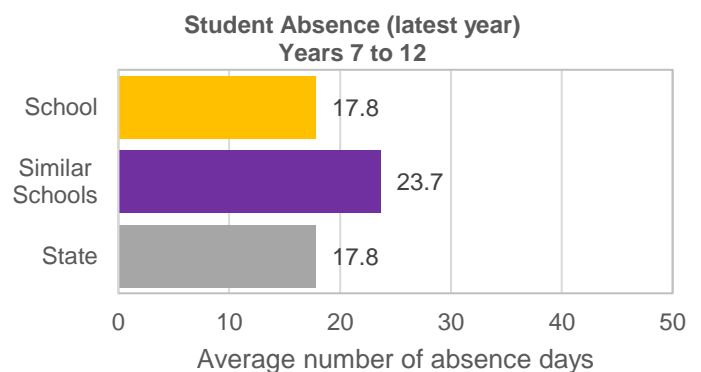
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	17.8	24.9
Similar Schools average:	23.7	24.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

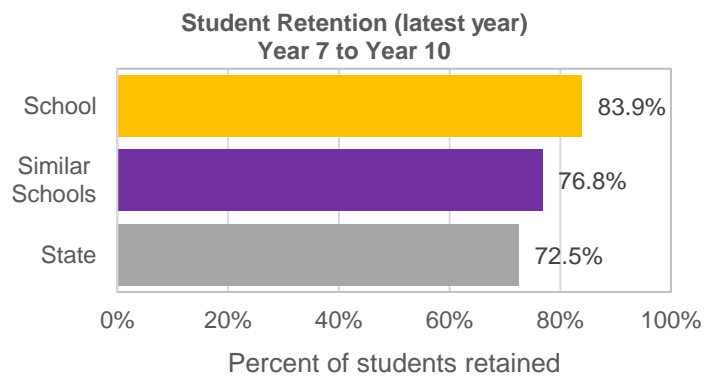
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	91%	89%	89%	NDA	NDA

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	83.9%	77.3%
Similar Schools average:	76.8%	76.7%
State average:	72.5%	72.9%



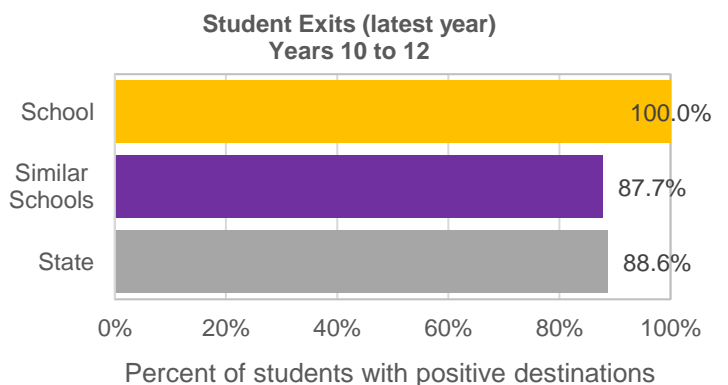
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	87.7%	88.6%
State average:	88.6%	89.1%



WELLBEING

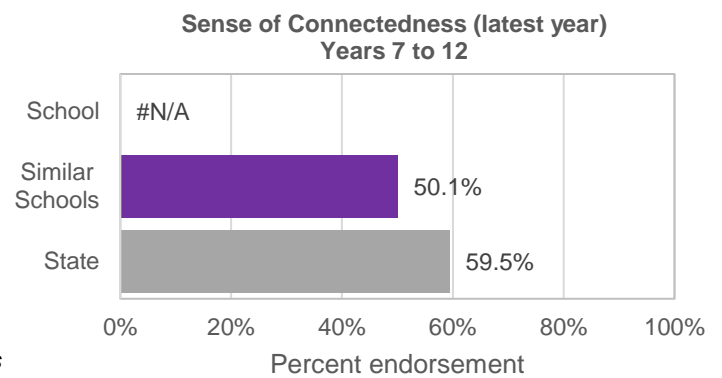
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	60.8%
Similar Schools average:	50.1%	51.7%
State average:	59.5%	55.3%



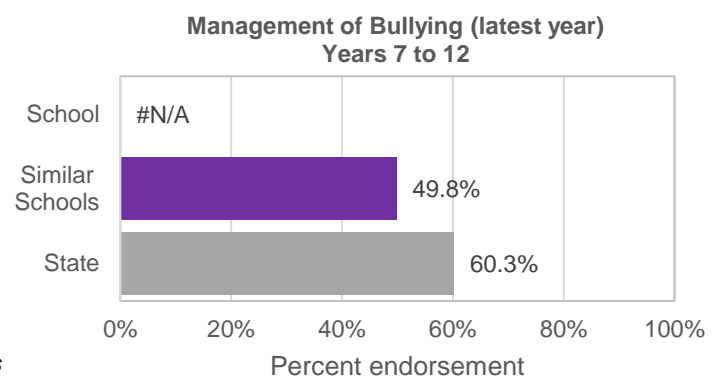
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	60.8%
Similar Schools average:	49.8%	53.4%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,929,512
Government Provided DET Grants	\$1,420,781
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$192,245
Locally Raised Funds	\$377,996
Capital Grants	NDA
Total Operating Revenue	\$7,930,260

Equity ¹	Actual
Equity (Social Disadvantage)	\$328,162
Equity (Catch Up)	\$49,702
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$377,864

Expenditure	Actual
Student Resource Package ²	\$5,695,784
Adjustments	NDA
Books & Publications	\$1,851
Camps/Excursions/Activities	\$43,322
Communication Costs	\$47,689
Consumables	\$199,315
Miscellaneous Expense ³	\$20,707
Professional Development	\$19,697
Equipment/Maintenance/Hire	\$168,350
Property Services	\$599,940
Salaries & Allowances ⁴	\$203,587
Support Services	\$41,472
Trading & Fundraising	\$83,884
Motor Vehicle Expenses	\$7,880
Travel & Subsistence	\$113,141
Utilities	\$83,795
Total Operating Expenditure	\$7,330,413
Net Operating Surplus/-Deficit	\$599,846
Asset Acquisitions	\$189,198

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$913,231
Official Account	\$23,861
Other Accounts	NDA
Total Funds Available	\$937,092

Financial Commitments	Actual
Operating Reserve	\$192,737
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$65,184
School Based Programs	\$61,720
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,500
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$163,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$452,050
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$937,192

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.