

2015 Annual Report to the School Community

Balmoral K-12 Community College

School Number: 8872

‘Engaging Every Student, Every Lesson, Every Day.’



Name of School Principal: Wendy Hobbs

Name of School Council President: Helen Grego

Date of Endorsement: 3.5.2016

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

Balmoral is located in the Southern Grampians Shire 328km north west of Melbourne and nestled amongst the red gums with Hamilton 70kms to the south and Horsham 75km to the north. The township of Balmoral has a population of approximately 330 people. Students are predominantly from farming families and five school buses pick up students from the surrounding districts. The 2015 enrolment was as high as 170 students and maintained an average of 161 for the majority of the year. There were 84 students in the Early Years area (P-4), 47 students in the Middle School (Yr. 5 to 8) and 30 students in the Senior School (Yr. 9 to 12).

The decline in numbers as the students move through the College continues to be a challenge; as some families traditionally transition to the Private School system.

The Principal was supported by three Leading Teachers and a Business Manager and 22 full and part time teaching and ESO staff. The staffing of the college has been consistent over the last five years with minimal turnover.

The college has a number of strong partnerships with community groups such as the Lions Club, RSL, Balmoral Bush Nursing Centre, the P and A Society and the Harrow Balmoral Football Netball Club.

The college competes strongly in interschool competitions; be they sporting, musical eisteddfods, public speaking and art competitions.

Achievement

The College once again produced very strong data sets in NAPLAN testing. In Yr. 5 to 7, learning growth in all areas showed 70% or above for students who achieved medium to high learning growth. The learning growth in Year 7 to 9 was outstanding with 100% of students in the medium to high growth section in the areas of numeracy, writing, spelling, grammar and punctuation. Reading being at 83% medium to high growth.

100% of students successfully completed their VCE and again 100% of students exiting the College from Yr. 10 to 12 either went onto further study or were gainfully employed. Developing successful Individual Pathways for our senior students continues to be a strength of the college.

The college will continue to develop a consistent and viable curriculum throughout all subject areas and a consistency of high quality teaching throughout all classrooms. The college teaching instructional model of 'Visible Learning' will continue to be a focus for 2016 and beyond.

Engagement

Student absence rates are both similar to the state mean and comparison schools. As Balmoral Community College is located in a rural remote setting, absences can be explained in terms of families taking extended holidays which suit the farm schedule rather than the school term. Often these holidays provide the opportunity for further 'life experiences' and opportunities for students to build on their education and knowledge beyond the classroom.

Student Opinion Survey results from Yr. 7 to 12 in all areas rate the college well above state and regional school mean, in particular student motivation and stimulating learning which have an impact on engagement are at 4.5 and 4.1 respectfully. The Yr. 5/6 results sit at the state mean.

Engagement of students in their day to day attendance at school is dependent on developing positive connections with teachers and peers also it is vital for the college to develop positive partnerships with parents. This is done through regular reporting, open days, newsletters and the website.

Wellbeing

Significant resources are devoted to ensuring a safe, stimulating and secure environment which is supported by the school chaplaincy program, school nurse and a welfare coordinator. The Parent Opinion survey showed all variables related to Student Engagement/Wellbeing in the top 50% of satisfaction.

At a secondary level, students Attitudes to School Survey in the area of school connectedness shows that students consider that they are connected to the school with both the 2015 results and the 4 year average being above the state mean. Students rated the school highly in being a safe place to be. At the Yr. 5/6 level these indicators were similar to the state mean.

The College is developing the Mind Matters/Kids Matter programs to complement existing programs and to assist students to develop their own awareness of the importance of mental health and wellbeing.

The college will continue to offer information sessions for parents, particularly transitioning into the teenage years and from kinder to school.

As a rural remote college we understand the importance of building community partnerships with local organizations to assist in building a safe and supportive community for our students and families.

Productivity

Balmoral Community College operates in a surplus and is able to fund a number of educational projects. In 2015 we employed a teaching coach to assist with the Inquiry Based Learning approach in the Middle Years. This area also received an upgrade – with new furniture to enhance the aesthetics of the open plan learning space.

The College is very well resourced in all faculty areas and continues to work on a five year business plan to strategically upgrade areas to compliment the learning programs. In 2016 the plan includes the upgrade of the Home Economics Centre and to also fund the development of a Junior Science/Environmental room.

The budget is also supported by the fundraising efforts of the Parents & Friends Association.

All spending is linked to the Annual Implementation Plan and the key question in distribution of the budget is: What impact will this have on student engagement and outcomes?

For more detailed information regarding our school please visit our website at
<http://www.balmoralcommunitycollege.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 169 students were enrolled at this school in 2015, 75 female and 94 male. There were 0% of EAL (English as an Additional Language) students and 4% 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

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

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

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

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> Higher</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Lower</p>

(Primary Year Levels)

Performance Summary


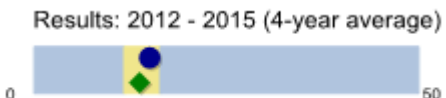


Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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;"> <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>29%</td> <td>64%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>33%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	64%	7%	Numeracy	29%	50%	21%	Writing	27%	47%	27%	Spelling	20%	47%	33%	Grammar and Punctuation	47%	33%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary









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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 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>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	91 %	92 %	93 %	92 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	91 %	92 %	93 %	92 %	92 %										

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary 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> Similar</p> <p> Lower</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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher 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)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>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>		<ul style="list-style-type: none"> Similar Lower Higher Higher

(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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 20%, Medium: 50%, High: 30%</p> <p>Numeracy Medium: 60%, High: 40%</p> <p>Writing Low: 20%, Medium: 60%, High: 20%</p> <p>Spelling Low: 30%, Medium: 40%, High: 30%</p> <p>Grammar and Punctuation Low: 20%, Medium: 50%, High: 30%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 17%, Medium: 50%, High: 33%</p> <p>Numeracy Medium: 17%, High: 83%</p> <p>Writing Medium: 50%, High: 50%</p> <p>Spelling Low: 50%, Medium: 50%</p> <p>Grammar and Punctuation Medium: 50%, High: 50%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Lower</p> <p> Lower</p>

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: **37%**
 VET units of competence satisfactorily completed in 2015: **98%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **100%**

(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:

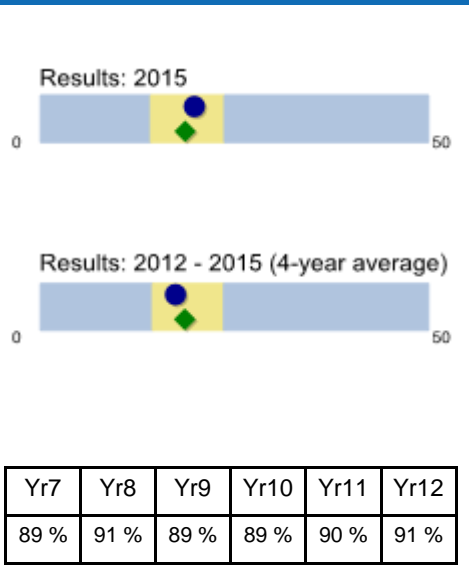
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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:



Similar

Similar

Student Retention

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



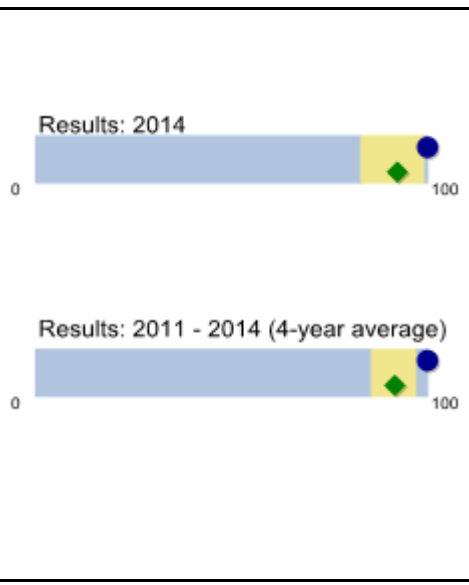
Similar

Lower

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.



Higher

Higher

(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> Higher</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> Higher</p> <p> Higher</p>

How to read the Performance Summary

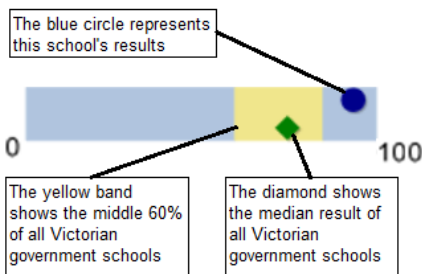
What are student outcomes?

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.

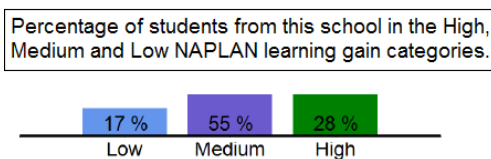
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

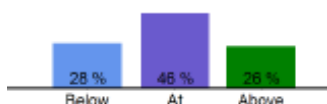


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.



What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,300,221
Government Provided DE&T Grants	\$487,313
Government Grants Commonwealth	\$21,734
Revenue Other	\$109,260
Locally Raised Funds	\$216,756
Total Operating Revenue	\$3,135,285

Funds Available	Actual
High Yield Investment Account	\$170,995
Official Account	\$21,446
Total Funds Available	\$192,441

Expenditure	
Student Resource Package	\$2,154,321
Books & Publications	\$15,265
Communication Costs	\$10,309
Consumables	\$56,421
Miscellaneous Expense	\$222,531
Professional Development	\$21,114
Property and Equipment Services	\$208,407
Salaries & Allowances	\$139,954
Trading & Fundraising	\$19,659
Travel & Subsistence	\$9,865
Utilities	\$40,003
Total Operating Expenditure	\$2,897,850

Financial Commitments	
Operating Reserve	\$108,394
School Based Programs	\$84,047
Total Financial Commitments	\$192,441

Net Operating Surplus/-Deficit	\$237,435
Asset Acquisitions	\$6,042

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

[Insert financial commentary here]