

2017 Annual Report to the School Community



School Name: Cobden Technical School

School Number: 7088

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

School Vision

Cobden Technical School's ethos is reflected in the initials 'CTS – Committed to Students.... Committed to Success.' We are committed to developing successful outcomes for students, whether in the pursuit of high-level academic achievement or the development of specific vocational skills. These, along with opportunities for sporting, cultural, environmental and artistic involvement, are able to develop in a school with clear, strong connections to the community and industry at both the local and regional level. Cobden Technical School is a place where everyone who wants to learn is welcome and encouraged to strive for success, while appreciating that lifelong learning is enjoyable. We strongly believe that the development of emotional and intellectual intelligence, coupled with an environment where learning is enjoyable, are central to the development of our core values.

School Values

The school values were based on the development of the H.E.A.R.T, the head and the hands. The HEART values are Honesty, Excellence, Accountability, Respect and Trust and are posted prominently around the school.

Framework for Improving Student Outcomes (FISO)

The School Strategic Plan 2017-2020 outlines goals, strategies and targets for improved student outcomes in alignment with the following FISO improvement initiatives: **Professional leadership** (Building leadership teams); **Excellence in teaching and learning** (Building practice excellence & Curriculum planning and assessment); and **Positive climate for learning** (Setting expectations and promoting inclusion). Following the school Priority Review in Term 4, 2016. The school developed the following goals and strategies for improvement in alignment with the Framework for Improving Student Outcomes (FISO).

- GOAL - Build the capacity of ALL staff to develop a culture of review, responsibility and shared accountability for school improvement.
 - STRATEGIES
 - Build leadership capability to lead school improvement with a specific focus on building a safe, purposeful, inclusive, collaborative and challenging learning environment for all learners. 2,3,4,5
 - Build leadership capability to utilise the Improvement Cycle to embed a professional learning framework that ensures a line of sight between the Strategic Plan, the Annual Implementation Plans, and Performance & Development plans. 3,5
 - Develop a school vision that takes into account the need to equip students with the 21st century knowledge, skills and capabilities to be successful lifelong learners so that they can access meaningful pathways in a contemporary economy. 1, 7
- GOAL - Build the capacity of all teachers to consistently apply evidence based high impact teaching strategies so that all students achieve appropriate learning growth in Literacy and Numeracy.
 - STRATEGIES
 - Develop an agreed instructional model incorporating high impact teaching strategies that is implemented rigorously by all staff.
 - Develop a guaranteed and viable curriculum that is implemented rigorously by all staff.
 - Implement a PLC framework across all levels of the school to:
 - build teacher capability to identify, collaboratively plan, teach and report on each student's point of learning (POL).
 - ensure consistent practices associated with the identification, collaboratively planning, teaching and reporting on each student's point of learning (POL).
- GOAL - Enable and empower students to grow and learn (both personally and academically) in a culture that promotes positive relationships, student opportunities and places students at the centre of learning experiences.
 - STRATEGIES
 - Develop an agreed and documented approach to behaviour management that is implemented consistently by all staff.
 - Develop an agreed and documented framework of behaviour, attitudes and high expectations based on the school vision and values that is implemented by all stakeholders.
 - Strengthen the House System by developing the skills and capabilities of staff to build higher levels of engagement, and to build authentic student leadership and voice across the school.

Achievement



Teacher judgement of student achievement for English in Years 7 to 10 at or above age expected levels for Reading and viewing 75% Speaking & Listening 82% and Writing 69% was higher than similar schools (72%, 76% & 68% respectively)

Teacher judgement of student achievement for Mathematics in Years 7 to 10 at or above age expected levels for Measurement & Geometry 71% Number & Algebra 70% and Statistics & Probability 68% was higher than similar schools (65%, 61% & 66% respectively).

*Note: Panorama data reporting in Student outcomes for NAPLAN Year 7 now measures NAPLAN achievement in the top 2 bands while the graphs in this report refers to the top 3 bands.

NAPLAN Reading Year 7, 18% was close to similar schools 20%.

NAPLAN Reading Year 9, 4% was significantly lower than similar schools 12%.

NAPLAN Numeracy Year 7, 32% was significantly higher than similar schools 20%.

NAPLAN Numeracy Year 9, 0% is significantly lower than similar schools 14%.

NAPLAN Learning Gain **Year 7** (high growth students): Student came into Year 7 lower than similar schools in Reading, Numeracy, Grammar & Punctuation. Students were equal to similar schools in Writing and higher than similar schools in Spelling.

- Reading 12% (Similar schools 22%)
- Numeracy 0% (Similar schools 20%)
- Writing 20% (Similar schools 20%)
- Spelling 35% (Similar schools 25%)
- Grammar and punctuation 12% (Similar schools 21%)

NAPLAN Learning Gain **Year 9** (high growth students): Learning growth has decreased in Reading, Writing and Spelling. Numeracy has increased while Grammar and Punctuation has remained steady.

- Reading 9% (Similar schools 20%)
- Numeracy 10% (Similar schools 26%)
- Writing 11% (Similar schools 22%)
- Spelling 20% (Similar schools 24%)
- Grammar and punctuation 15% (Similar schools 28%)

VCE – 2017 Mean study score 20.93 is higher than 2016 (19.68). 2017 State mean study score was 28.79

VET – 20.8% of CTS students completed at least one VET UOC (State 26.9%).

VCAL – 25 students were enrolled in VCAL certificates (intermediate & senior). 20 students completed VCAL certificates in 2017.

Engagement

In 2017 students with 20 or more absent days (years 7-12) was 43% compared with similar schools 36%. It is very pleasing to note that at the time of writing this report that number has significantly reduced to 7%.

In 2017 as part of the Bastow Coaching for Leadership Teams program, our School Improvement Team led a process to form two staff action teams. CTS staff identified student engagement and teacher student relationships as two priority areas to improve student outcomes. These teams will implement strategies in 2017.

The goals and strategies stated in the School Strategic Plan 2017 – 2020 to improve student outcomes rely heavily on actions that will result in improving student engagement in their learning through a consistent approach to the implementation of the CTS instructional model. Professional Learning Communities will be introduced in 2018 for teachers to collaboratively plan interventions that engage students and improve learning outcomes.

In 2017 we introduced the Hands On Learning program as a way of re-engaging identified students.

Wellbeing

We noticed that the number of low level incidents was very high, and the level of student resilience is low. We have been working to introduce activities to support the development of resilience within our student population.

In 2017 we had Ros Pretlove present to staff at a professional learning session on (Rights, Resilience and) Respectful Relationships. While at the school, Ros conducted a focus group with students to identify areas of the yard in which they feel unsafe. This identified a few hot spot areas, and this is informing our review of yard supervision. We are also looking, in light of reduced student numbers in 2018, to reduce the yard area during recess and lunchtime.



In 2017, our yard was significantly impacted by the building program for the TTC, particularly the loss of two basketball courts and four square courts. Anecdotal feedback from student has been that there is 'nothing to do', so we plan to get student feedback on what their priorities for yard/lunch activities are, and will work to improve the yard facilities. Already identified is the recreation of the four square courts in an area easily observed from the staffroom.

We are implementing the ACER Social Emotional Wellbeing (SEW) survey, and planning for the implementation of Respectful Relationships activities through our Mentor Group sessions as part of pastoral care. We are also working on a way of unpacking what the students mean by bullying, and working to differentiate between incidental rudeness and bad behaviour, and the deliberate targeting of students.

Following the RRRR Planning day on 18 April, an ACTION PLAN for the implementation of the RRRR curriculum has been developed. This includes educating our staff to better support our students by:

- Formation of a RRRR team
- Staff training around types of violence and dispelling myths
- Cass Crevola from Warrnambool will be speaking to our staff about how they introduced RRRR as a workplace initiative
- Staff Training (with Nicky Grayson) on approaches to teaching the RRRR modules, and encouragement for staff to follow up with the online modules
- Student and Community education through newsletter articles, discussion groups, guest speakers from a variety of workplaces and organisations, opportunities for families to attend and view the school in action.

For more detailed information regarding our school please visit our website at
www.cobtech.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 213 students were enrolled at this school in 2017, 73 female and 140 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Higher</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>○ Lower</p> <p>○ Lower</p> <p>○ Lower</p> <p>○ Lower</p>

Performance Summary

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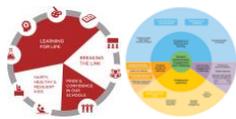
Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 46%, Medium: 42%, High: 12%</p> <p>Numeracy Low: 50%, Medium: 50%</p> <p>Writing Low: 24%, Medium: 56%, High: 20%</p> <p>Spelling Low: 15%, Medium: 50%, High: 35%</p> <p>Grammar and Punctuation Low: 42%, Medium: 46%, High: 12%</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 59%, Medium: 32%, High: 9%</p> <p>Numeracy Low: 62%, Medium: 29%, High: 10%</p> <p>Writing Low: 53%, Medium: 37%, High: 11%</p> <p>Spelling Low: 55%, Medium: 25%, High: 20%</p> <p>Grammar and Punctuation Low: 40%, Medium: 45%, High: 15%</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: 2017 0 to 50 scale, school score (blue dot) is ~45, state mean (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is ~45, state mean (green diamond) is 30.</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 89% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 41% VET units of competence satisfactorily completed in 2017: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 84%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <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>88 %</td> <td>86 %</td> <td>85 %</td> <td>83 %</td> <td>82 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	86 %	85 %	83 %	82 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	86 %	85 %	83 %	82 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

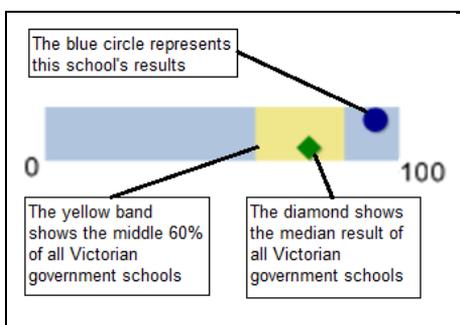
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

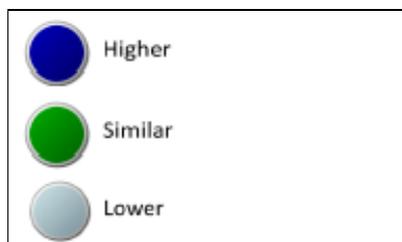


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The annual result was a surplus. As lead school for the Corangamite Trade Training Cluster, we were the banker for the project. We received Commonwealth funding for the project. Over the years 2014 to 2018 the school has received \$4,906,944 additional funding to the SRP.

Equity funding (cash & credit) of \$263,448 was acquitted on the following programs and resourcing:

Chaplain (Credit)
 Breakfast Program (Cash)
 PAT testing (Cash)
 Hands On Learning (Cash)
 Hands On Learning - Artisan (Credit)
 Hands On Learning - Teacher (Credit)
 Numeracy Intervention (Credit)
 Student Counsellor (Credit)
 Literacy Intervention (Credit)
 Literacy Intervention - Fountas & Pinnell (Cash)

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,005,822	High Yield Investment Account	\$1,211,705
Government Provided DET Grants	\$558,388	Official Account	\$23,836
Government Grants Commonwealth	\$1,750	Other Accounts	\$0
Government Grants State	\$24,503	Total Funds Available	\$1,235,541
Revenue Other	\$63,260		
Locally Raised Funds	\$230,124		
Capital Grants	\$1,807,484		
Total Operating Revenue	\$5,691,330		
Equity¹			
Equity (Social Disadvantage)	\$244,898		
Equity (Catch Up)	\$18,550		
Equity Total	\$263,448		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,975,864	Operating Reserve	\$204,483
Books & Publications	\$2,692	Asset/Equipment Replacement < 12 months	\$19,086
Communication Costs	\$12,163	Capital - Buildings/Grounds incl SMS<12 months	\$205,960
Consumables	\$108,023	Maintenance - Buildings/Grounds incl SMS<12 months	\$320,565
Miscellaneous Expense ³	\$713,752	Revenue Received in Advance	\$42,568
Professional Development	\$16,397	School Based Programs	\$28,446
Property and Equipment Services	\$244,180	Provision Accounts	\$15,854
Salaries & Allowances ⁴	\$86,889	Other recurrent expenditure	\$3,922
Trading & Fundraising	\$73,773	Asset/Equipment Replacement > 12 months	\$194,658
Travel & Subsistence	\$2,478	Maintenance -Buildings/Grounds incl SMS>12 months	\$200,000
Utilities	\$46,762	Total Financial Commitments	\$1,235,541



Total Operating Expenditure	\$4,282,973
Net Operating Surplus/-Deficit	\$1,408,358
Asset Acquisitions	\$3,129,967

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

