

2020 Annual Report to The School Community



School Name: Elevation Secondary College (7082)



- 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 11:16 AM by Colin Burke (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 09:03 PM by Sam Sattler (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

Elevation Secondary College is a brand new 7 - 12 DET secondary school, which opened in 2020. The school opened with a cohort of only year 7 students and will add a new cohort of Year 7 students each year until 2025 when Years 7 - 12 will be in operation.

Vision

At Elevation Secondary College we aim to be an inclusive and outward facing school that focuses on the dual goals of improving student learning and the social and wellbeing outcomes for students. We aim for our students to be prepared with the academic and life skills to gain high levels of educational attainment and better outcomes in life.

We aspire to be known as a school of academic excellence, orderly learning environments, inclusiveness and the outstanding opportunities it provides its students.

Elevation Secondary College teaches a broad and rigorous academic program that allows students to build skills and knowledge in all areas of the curriculum. Teachers will engage students in a curriculum that challenges their thinking and promotes high expectations for all learners.

The school also adopts proactive programs in the areas of positive psychology, character strengths, building a growth mindset and trauma informed practice to build resilience and academic stamina in all students.

Our community has high expectations of school and the highest of aspirations for their children.

Values

Elevation Secondary College's values are Achievement, Acceptance, Responsibility and Community. Elevation Secondary College's school values are underpinned by our key behavioural expectations which are: Aim High, Work Hard, Be Good. Elevation Secondary College recognises that students that commit to demonstrating the school values and behavioural expectations contribute to a positive whole school culture and also their own personal growth and learning.

Aim High reflects the need that all students should have aspirations in life, including the aspiration to continuously improve their learning and behaviours. Students that aim high are improvement focused and support other students to improve.

Work Hard reflects the idea that all students achieve improvement and eventual success through working hard and stretching their existing abilities. Students that work hard demonstrate a growth mindset and understand that improvement and achievement come through effort, feedback and practice.

Be Good is a reflection that students who approach relationships and interactions with others with kindness, empathy and gratitude contribute to an overall positive school culture and positive relationships. Kind, empathetic and gracious behaviours are encouraged in all circumstances.

Workforce composition

In 2020, the school had 12.7 teaching staff (FTE) including one Principal and one Assistant Principal. The school had 6.4 (FTE) Education Support staff, including 1 x Business Manager, 1 x Mental Health Practitioner and 1 ATSI background staff member.

School Structure

The school is geographically located in the south eastern corner of Craigieburn, in the newly completed Aston housing Estate. Stage 1 of the school's building program is complete which contains an Administration and Library building, a general purpose Learning Community Building and a Specialist building which contains Technology, Arts and Science facilities. At present the school has a student capacity of approximately 450. Stage 2 of the building program is expected to be funded and completed within 2 years and will contain a Gymnasium with specialist Food Technology and Performing Arts classrooms, 2 x more Learning Community buildings, extra playing space and sports fields. The permanent capacity once stage 2 is completed is expected to be 1200 students. The school has received a significant demand for enrolments.

Enrolment characteristics

In 2020, Elevation Secondary College had 146 Year 7 students. Elevation Secondary College's SFO was 0.6233 and SFOE was 0.5113. Approximately 10% of students had a refugee background and 4% were ATSI.

Framework for Improving Student Outcomes (FISO)

In 2020 Elevation Secondary College focused on 3 aspects of the Framework for Improving School Outcomes (FISO); Building Practice Excellence, Building Communities and Empowering Students and Building School Pride. The focus of Building Practice Excellence was the establishment of the Professional Learning Communities (PLC) inquiry process, behaviours and habits of mind. This was successful in establishing the processes for teachers in all domains to evaluate the impact of their teaching in a timely manner and adjust the next steps for their instruction accordingly. The focus of Building Communities was the implementation and development of the School Wide Positive Behaviour Strategies (SWPBS). Students were engaged in the further development of the positive behaviour matrix and a related matrix was established during the remote learning period. The focus on Empowering Students and Building School Pride was developing systems to pulse check student connectedness, safety and bullying in a timely fashion throughout the year. The pulse survey which was developed allowed teachers to respond quickly to areas of concern.

Achievement

Students responded well to the subject based approach at Elevation Secondary College. The focus on teaching specialist, subject specific knowledge and skills in discrete subject areas allows students breadth and depth of curriculum. Students also responded well to the implementation of the 6 week assessment cycle for Common Assessment Tasks, linked to each of their subjects. The implementation of the Professional Learning Communities (PLC) groups within domain areas of the school, allowed teachers to develop highly targeted learning programs and tasks, with accurate and consistent assessments. During the remote learning period, the total amount of classwork was reduced with a re-directed focus towards major learning tasks (Common Assessment Tasks). While overall achievement on these tasks was as expected, there was an increase in non submission of tasks in some subject areas during this period. This non submission improved greatly upon the return of students to school. Assessment of performance and growth against objective literacy and numeracy indicators on NAPLAN was unable to be completed due to the cancellation of NAPLAN. The main achievement indicators relate to teacher judgement of student achievement in English and Mathematics. In English, this data shows students in year 7 performing slightly below like schools at 61.9% of students at or above expected level, compared to 65.8% in similar schools. In Mathematics, teacher judgement data showed students performing considerably lower than similar schools and the state. Students were assessed by teachers at 24.5% performing at or above expected standards, compared to a Similar schools average of 53.7%. Much of the disparity in the teacher judgements can be attributed to inconsistent assessments provided in primary school years.

Engagement

Elevation Secondary College performed very highly on Engagement measures during 2020. Attendance of students were at very high levels, with absenteeism being significantly below similar schools and state averages. Average number of student absence days was 11.4, significantly less than the similar schools average of 17.4 and state average of 17.8. The school has a number of strategies in place to address student non attendance. The school uses a Learning Management System which provides all parents access to period by period attendance during the day. Text messages are generated automatically when a student is absent and notification from a parent has not been received. Phone

calls are made on a daily basis to non responsive parents/carers. Students with chronic non attendance are case managed by Engagement leaders, the Mental Health Practitioner and Regional supports (SSS). Student Support Group are enacted for students with chronic attendance issues and a variety of individualised support strategies are put in place. Koori Engagement Support Officers are utilised to support attendance for Indigenous students. A range of similar strategies were utilised during remote learning to support student engagement. Students were supported by being provided with devices from school to enhance their remote engagement, as well as some families being offered respite on site programs to intensively re-engage students that had stopped engaging with remote learning. Weekly check in sessions with students were held, and all families were contacted by a member of staff on multiple occasions to provide support. In 2020 the school only had year 7 students so Retention and Exit data was not collected.

Wellbeing

Elevation Secondary College performed very highly on Wellbeing measures during 2020. Elevation Secondary College places a strong emphasis on connection to the school. Each student is allocated into a Mentor Group in which they study all of their subjects. The Mentor Group Teacher is the key 'significant adult' for all students and the first point of contact for families with the school. The effective establishment of the Mentor Group system was seen as a success by staff, students and families. Students identified very high levels of connectedness to the school, with 79.5% of students indicating a positive sense of connection to the school compared to 59.5% across the state.

Significant proactive learning about bullying and respectful relationships is undertaken as part of the school's Personal Development Program. An Engagement Leader, Year Level Coordinators and Mental Health Practitioner support the implementation of pro-social and anti bullying programs. Students also identified strong endorsement of the school's management of bullying, with a 78% endorsement compared to a 60.3% endorsement across the state.

During remote learning, a number of wellbeing based lessons were incorporated into weekly Personal Development classes. Fun quizzes, competitions and challenges were incorporated into the remote learning period to assist with non academic engagement and wellbeing of all students.

Financial performance and position

In the first year of operations at Elevation Secondary College the College was presented with unique challenges of COVID, Remote Learning and a brand new year to complete the purchasing of resources.

The College will have an estimated \$207,219 surplus in or Student Resource Package with respect to staff salaries. This surplus will assist the school over the new couple of years as the school grows and the recruitment of teaching staff grows to meet the added year levels and subject choice being offered.

The value of Government Provided DET Grants \$829,569 is made up \$359,969 cash grant for the daily running of the school. The balance is made up of \$9,360 CSEF and \$458,250 establishment grant. Approximately \$100,000 of the establishment funds were spent in 2020. Expenditure was on a variety of different resources, library books, class sets, music equipment and PE equipment. The balance has been planned to be spent across various domains across the schools as it develops more specialised middle and senior school programs.

Additional revenue to the value of \$50,012 for the 2021 Year 7 Camp was incorrectly recorded in the 2020 finances. This will need to be deducted of the overall surplus to give a true and accurate reflection of the 2020 position.

COVID provided the school with issues of not being able to have tradesmen onsite to conduct annual contracts and building and grounds maintenance. This will result in \$48,717 of funding that will be rolled over into 2021 to be spent on some additional building and grounds works. This unspent amount has also contributed to the school's cash surplus.

Other savings throughout the year were CRT's costs, as remote learning meant very little cost was expended in

replacing teaching staff. Utilities were also lower due to the school being unoccupied over the winter months.

The cash balance, is made up establishment funding unspent of \$350,000, which will be spent over the coming years establishing resources for specialist programs. There was an overpayment by the department of \$22,000 relating the grounds allowance. Revenue in advance for the 2021 school camp and 2021 school fees \$25,429.

The college is in a strong financial position heading into its second year operation, and careful planning and management of the funds will ensure all required resources for student learning can be purchased.

For more detailed information regarding our school please visit our website at
<https://www.elevationsc.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 141 students were enrolled at this school in 2020, 69 female and 72 male.

49 percent of students had English as an additional language and 4 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.

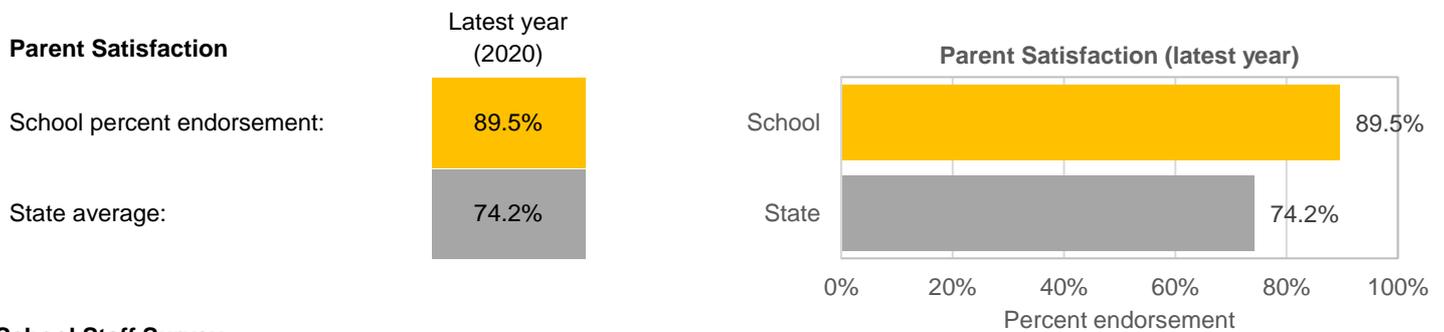
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

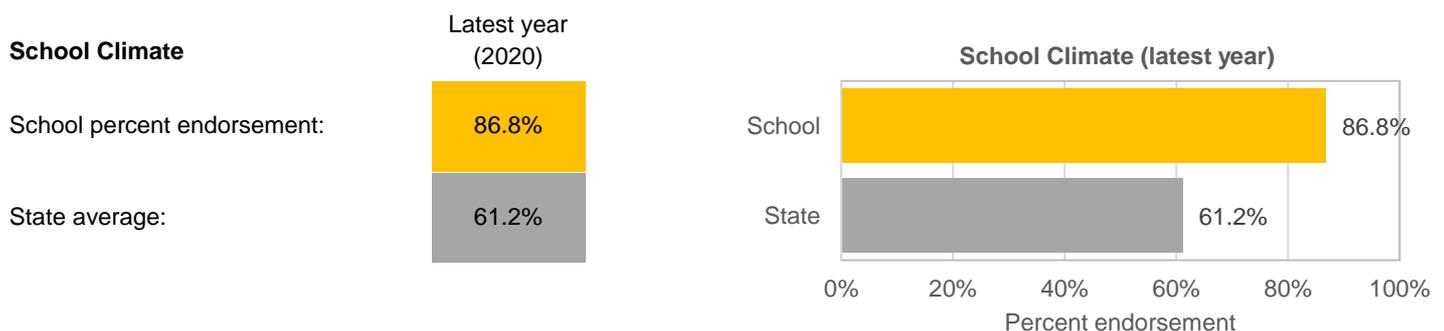


School Staff Survey

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:

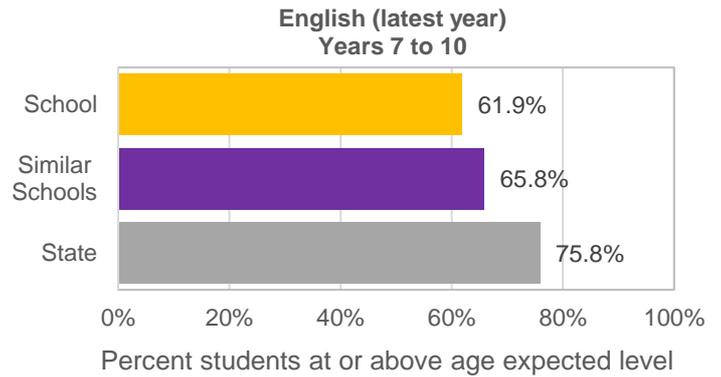
61.9%

Similar Schools average:

65.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

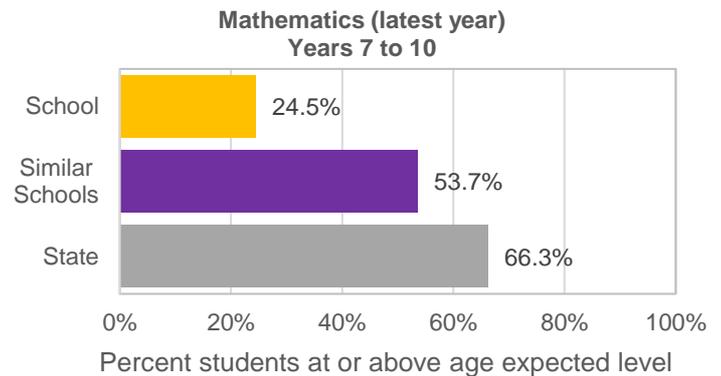
24.5%

Similar Schools average:

53.7%

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.

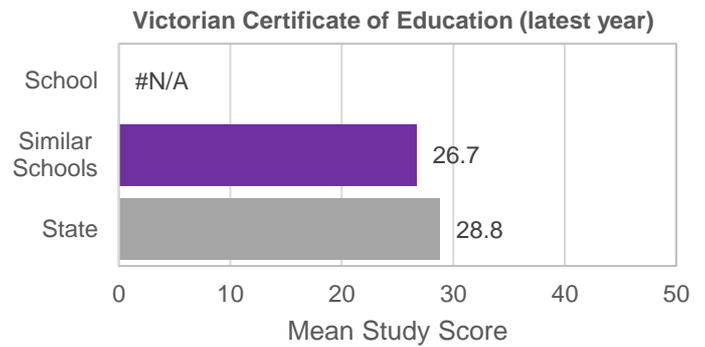
ACHIEVEMENT (continued)

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:	26.7	26.9
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

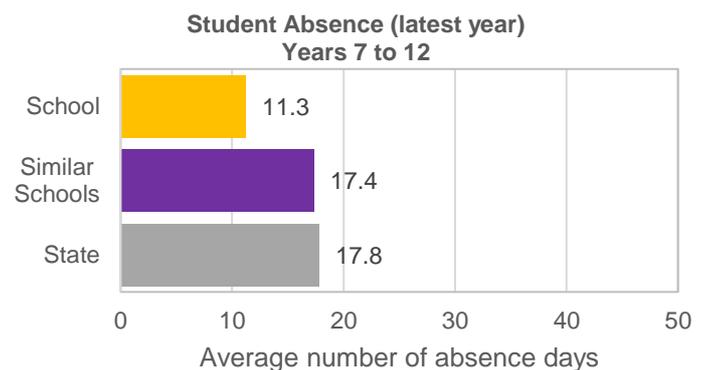
ENGAGEMENT

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:	11.3	11.3
Similar Schools average:	17.4	19.4
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

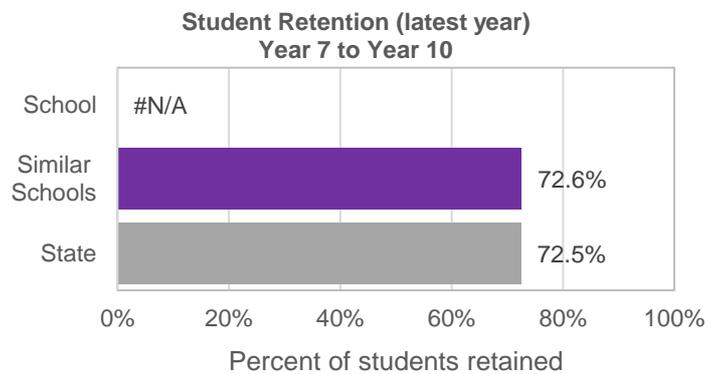
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	NDA	NDA	NDA	NDA	NDA

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:	NDA	NDA
Similar Schools average:	72.6%	69.0%
State average:	72.5%	72.9%



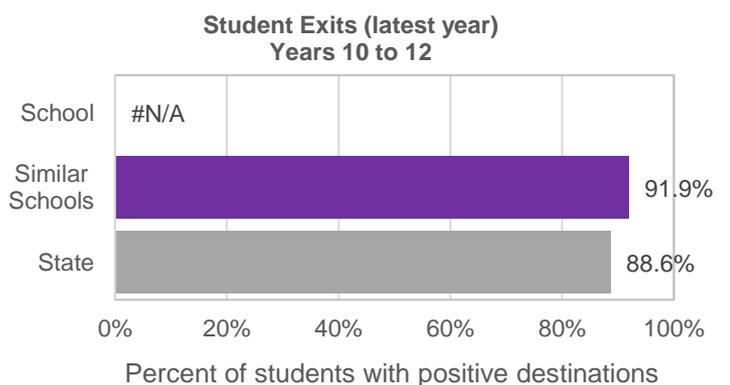
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	91.9%	91.3%
State average:	88.6%	89.1%



WELLBEING

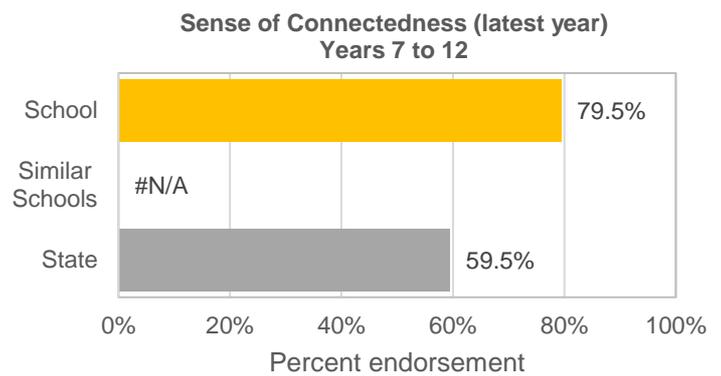
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	79.5%	79.5%
Similar Schools average:	NDP	57.1%
State average:	59.5%	55.3%



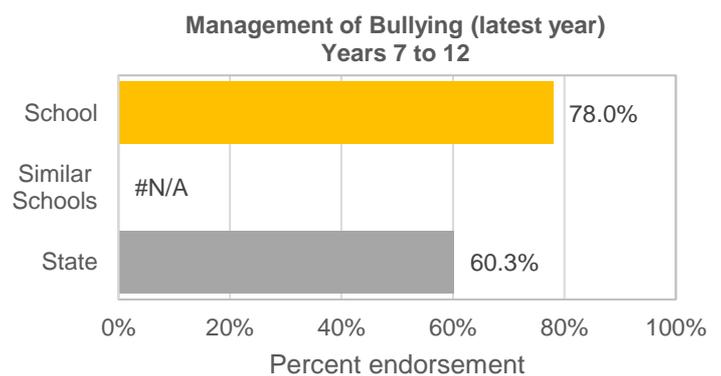
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.0%	78.0%
Similar Schools average:	NDP	58.8%
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	\$2,086,358
Government Provided DET Grants	\$829,569
Government Grants Commonwealth	NDA
Government Grants State	\$16,000
Revenue Other	\$57,049
Locally Raised Funds	\$93,353
Capital Grants	NDA
Total Operating Revenue	\$3,082,330

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$20,691
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$25,691

Expenditure	Actual
Student Resource Package ²	\$1,879,139
Adjustments	NDA
Books & Publications	\$30,001
Camps/Excursions/Activities	\$24,553
Communication Costs	\$2,690
Consumables	\$77,924
Miscellaneous Expense ³	\$31,676
Professional Development	\$5,441
Equipment/Maintenance/Hire	\$67,528
Property Services	\$23,811
Salaries & Allowances ⁴	\$15,662
Support Services	\$42,729
Trading & Fundraising	\$2,462
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$416
Utilities	\$52,780
Total Operating Expenditure	\$2,256,811
Net Operating Surplus/-Deficit	\$825,519
Asset Acquisitions	NDA

- (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	\$546,331
Official Account	\$20,286
Other Accounts	NDA
Total Funds Available	\$566,617

Financial Commitments	Actual
Operating Reserve	\$60,382
Other Recurrent Expenditure	\$8,044
Provision Accounts	NDA
Funds Received in Advance	\$25,429
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$22,000
Asset/Equipment Replacement < 12 months	\$150,387
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$566,242

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.