

2022 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 of the previous calendar year 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 23 March 2023 at 01:44 PM by Colin Burke (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2023 at 01:28 PM by Joanne Hardie (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 an inclusive and outward facing school that values improving student learning, social emotional outcomes and educational attainment for all 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. Elevation Secondary College has four values and three Behavioural Expectations. Our Behavioural Expectations give our community guidance on how to put our values into action. Our values are Achievement, Responsibility, Acceptance and Community. Our Behavioural Expectations are Aim High, Work Hard and Be Good.

In 2022, Elevation Secondary College had 486 students in 2022 in Years 7, 8 and 9. Approximately 60% of students in 2022 had English as an Additional Language background and 2 % of students were ATSI. The school established its Year 9 curriculum programs for the first time – an example of the rapidly changing context of the school. Reflective of this changing context is the school's overall level of disadvantage (SFOE) which reduced from High to Medium in 2022.

In 2022 Elevation Secondary College displayed high levels of parent satisfaction and staff satisfaction as reported in the Parent Opinion Survey and Staff Opinion survey. Both parent and staff endorsement were higher than state averages for secondary schools in Victoria.

2022 was also an important year for two other reasons. Firstly, it was the first year of the school's operations not interrupted by lockdowns and periods of remote learning. Secondly, the school had its stage 2 building development undertaken across the year. These building works were very welcome but highly disruptive to learning across the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Elevation Secondary developed and embedded a range of learning programs during 2022.

The Logic and Discourse extension programs for students in years 7 and 8 were expanded and embedded during 2022. In developing our new year 9 program, a range of elective subjects were developed that allowed students to broaden their interests outside of the core curriculum. These electives included new extension and enrichment subjects, preparing selected students to accelerate their senior school program. Elevation Secondary College also developed literacy and numeracy support programs in 2022 – focusing on students in year 8 and 9.

Teacher judgment data for English shows that approximately 60.5% of students are performing at or above age expected standards. In Mathematics, teacher judgment data shows that 24.9% of students are performing at or above age expected standards. This data shows that teacher judgments of student performance are harsher than state average and similar schools, however they do appear to be more accurate when compared to other indicators like NAPLAN.

2022 is the first year that Elevation Secondary College has received both year 7 and 9 NAPLAN data. Student Reading performance showed that 31.7% of Year 7 and 28.8% of Year 9 students performed in the top 3 bands. In Numeracy, 28.2% of Year 7 and 19.4% of Year 9 students were in the top 3 bands.

In Reading, the percentage of students performing in the top three bands drops only slightly between year 7 and 9 when compared to similar schools and the state - suggesting strong learning growth within the school.

Wellbeing

The wellbeing challenges of the fulltime return to onsite schooling in 2022 (post lockdown and remote learning periods in 2020 and 21) have been well documented. Elevation Secondary College used a range of proactive measures to approach these issues. The school committed to two years of professional learning for all staff in trauma informed learning via the Berry Street Educational Model. This training, also involving two local primary schools began in 2022 and is regular practice for staff in classrooms.

The school also worked to embed elements of its School wide Positive Behaviour Program in 2022. To support student wellbeing, Elevation Secondary College also worked to enhance the role of the Mentor Group teacher as the main adult in the school for students. In addition to this, the school employed a further social worker into the wellbeing team and expanded it's use of Speech Therapy services.

In terms of Connectedness data, unsurprisingly the 2022 endorsement level dropped to 42.5% - however the four year average remains higher than similar school and state averages.

Similarly in terms of Management of Bullying, 45.1% of students endorsed the school which is a drop from previous years, but is only slightly below like schools and similar schools. The four year average remains high.

It is important to note that some of this data may be impacted by the unique position the school was in during 2022 - which was only having years 7 - 9 students - a high proportion of which are year 9 students - traditionally the worst performing cohort in most measures. Comparison schools all have six year levels of data, including year 11 and 12 data which generally is higher.

Engagement

2022 was the first year of the school without any lockdowns or periods of remote learning. The return to normality of face-to-face school attendance each day provided a range of challenges to all schools including Elevation Secondary College.

Proactively, the school introduced a range of measures to support improved attendance. These included broadening the numbers of students who received attendance awards and certificates at assemblies and school events. Mentor Group teachers continued to play an important role as the primary contact for students at school and families with the school, who are then supported by Year Level Coordinators and the wellbeing team. In 2022 Elevation Secondary College introduced a Mini School Administration officer, who provided administration support for follow up on attendance issues.

Like most schools, attendance was still impacted in 2022 by COVID infections, COVID isolation periods and extended family holidays being taken to make up for lost years of travel. Most concerning is the increase in higher levels of school refusal which were noted in both 2020 and 2021.

The average number of absence days increased in 2022 to 33.5 days. The lowest rate of attendance was at year 9 which had an 82% attendance rate.

Similar to the wellbeing data above, the engagement data may also be impacted by the unique position the school was in during 2022 - which was only having years 7 - 9 students - a high proportion of which are year 9 students - traditionally the worst performing cohort in most Engagement measures such as attendance. Comparison schools all have six year levels of data, including year 11 and 12 attendance data which generally is much higher.

Other highlights from the school year

As part of Elevation Secondary College's return to regular schooling in 2022 (post remote learning periods), the school was able to organise and run three year level camps across 2022. These camps allowed students an opportunity to rebuild social skills, undertake action adventure activities and build resilience. The camps were very well attended.

Elevation Secondary College has worked hard to build a genuine professional learning and performance culture. This culture is displayed by its use of evidence based classroom practice, Datawise PLCs, support for innovative teacher education programs and strong staff professional engagement. This professional learning and performance culture was recognised in 2022 when Elevation Secondary College was named the Best Place to Work in Education and the Not For Profit sector by the Australian Financial Review.

Another clear highlight of 2022 was the beginning of a multi year partnership with Aitken Hill PS and Keelonith PS to undertake and implement the Berry Street Education model of trauma informed learning. Training began in 2022 and will be complete in 2023 - where cooperative implementation across the schools will take place. The long term goal is to have a Prep- 12 community based approach to trauma informed learning, creating greater consistency of best practice across the schools.

Financial performance

Elevation Secondary College has managed its Financial Position well in the foundation years of the school and this can be seen in 2022.

The school's actual financial position at the end of 2022 has significantly less revenue and a lower surplus than indicated. This is due to the Government Grants State line of revenue being overstated by \$746,186 of monies which have not yet been received. This amount represents Stage 2 building establishment funds of \$746,186, which have been billed to the VSBA. Whilst this amount has been billed, the College has yet to receive this grant money. It is anticipated we will receive the funds in term 2 of 2023. This amount greatly inflates the true financial position of the College for 2022.

We are carrying over \$267,000 credit surplus from our salaries SRP. This salary surplus has been brought about by a combination of teacher vacancies being unfilled during 2022, as well as a strategic decision to cover additional salaries required for senior school staff in 2023.

Additional expenditure compared to previous years, is reflective of both having staff and students back onsite and having to purchase specialist classroom equipment ahead of time in order to setup new buildings. Equipment and Maintenance has shown increases owing to building out our food technologies rooms with all the necessary equipment to run the food programs, and additional desktop computers to create a new computer lab for our students. Various other additional furniture such as classroom desks, outdoor lockers and fitting out offices contributed to the increase in spending.

Support Services has increased in line with having CRT's being used to cover teacher absences that we did not have to any great extent in previous years. We also, had some recruitment expenditure in extending our hiring practices to recruit teachers from a range of different sources.

Our cash balances are fully programmed against continued preparation for our future year senior school programs, ensuring our facilities provide students with the best possible resources and maintain the facility in "as new" condition.

**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 2.0 (FISO 2.0).

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 486 students were enrolled at this school in 2022, 231 female and 255 male.

60 percent of students had English as an additional language and 2 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).

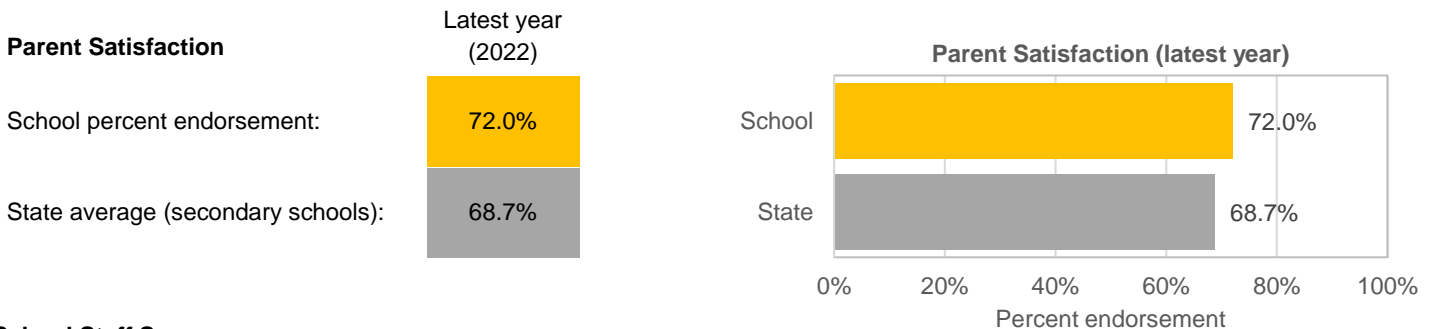
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

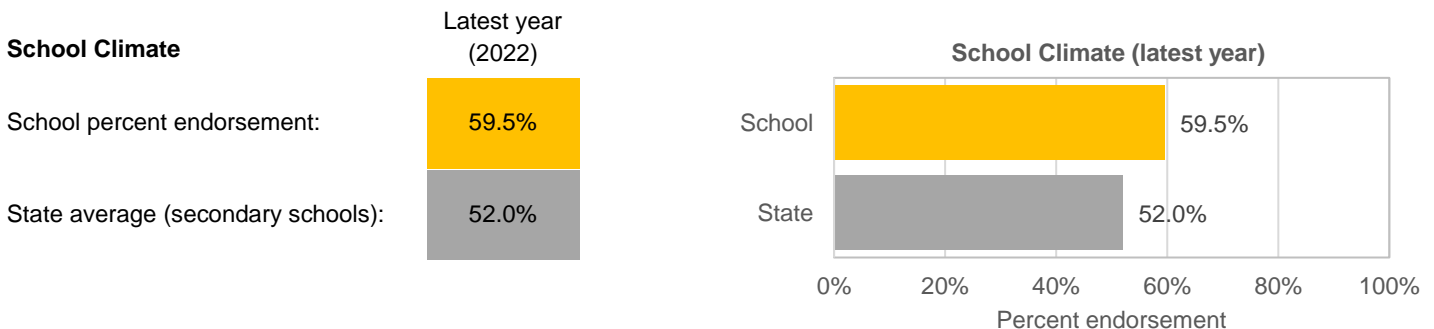


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

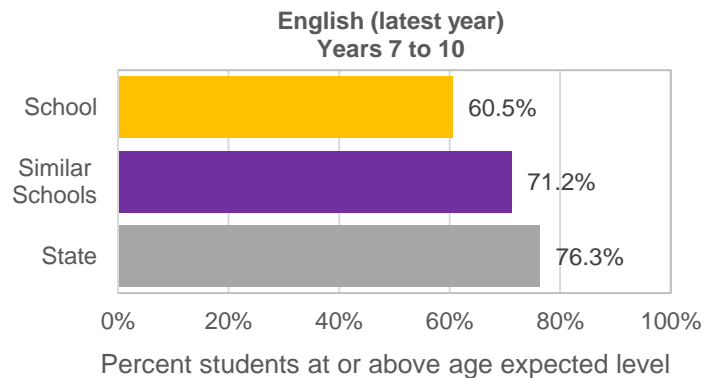
60.5%

Similar Schools average:

71.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

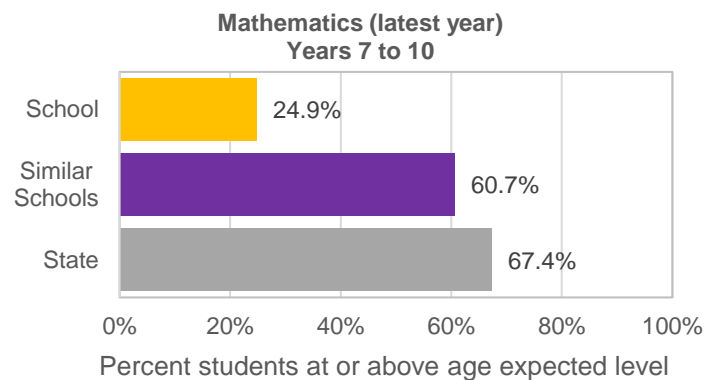
24.9%

Similar Schools average:

60.7%

State average:

67.4%



LEARNING (continued)

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.

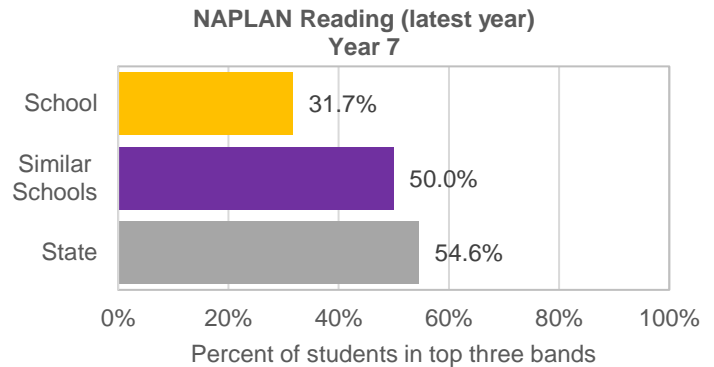
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

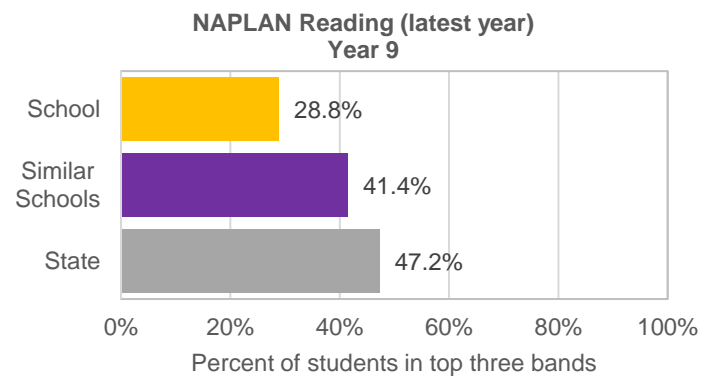
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.7%	33.1%
Similar Schools average:	50.0%	50.8%
State average:	54.6%	55.3%



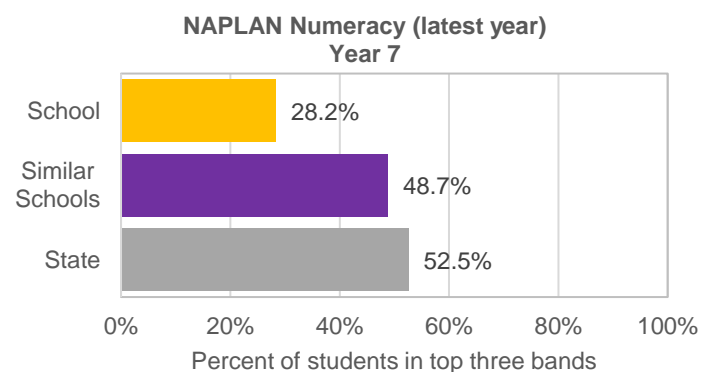
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.8%	28.8%
Similar Schools average:	41.4%	39.3%
State average:	47.2%	46.0%



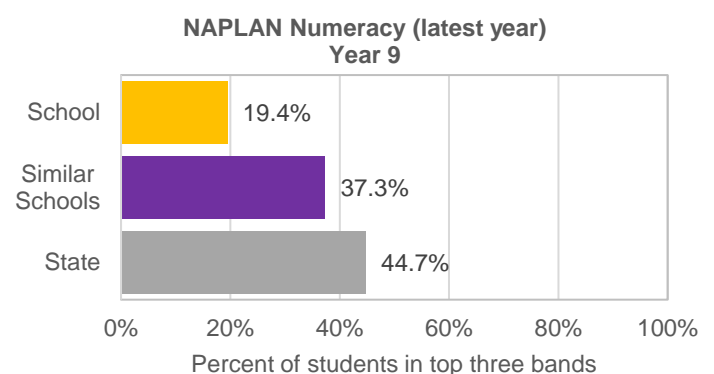
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.2%	29.9%
Similar Schools average:	48.7%	50.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	19.4%	19.4%
Similar Schools average:	37.3%	37.8%
State average:	44.7%	45.6%



LEARNING (continued)

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.

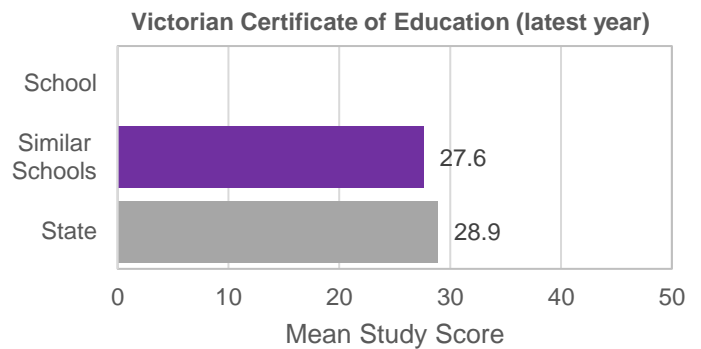
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	27.6	27.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2022:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

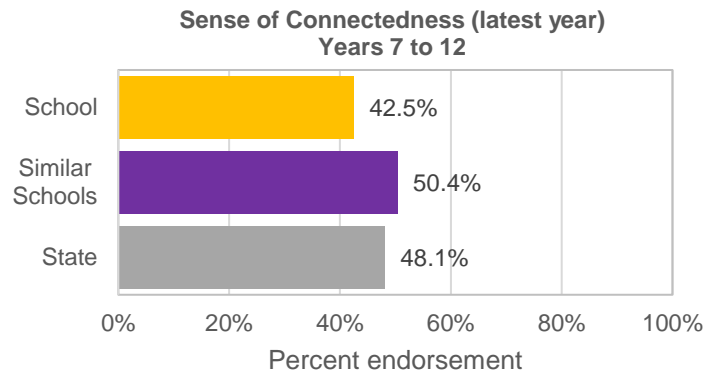
WELLBEING

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).

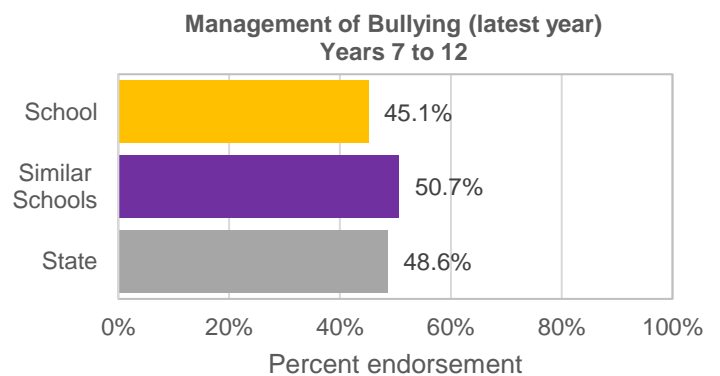
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	42.5%	55.2%
Similar Schools average:	50.4%	53.9%
State average:	48.1%	52.5%



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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	45.1%	57.0%
Similar Schools average:	50.7%	55.0%
State average:	48.6%	54.0%



ENGAGEMENT

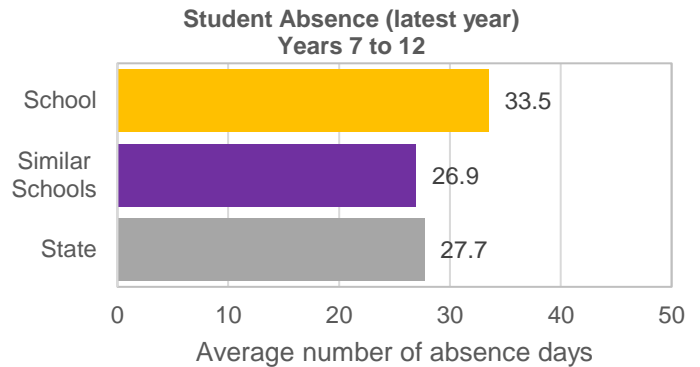
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	33.5	25.5
Similar Schools average:	26.9	22.2
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

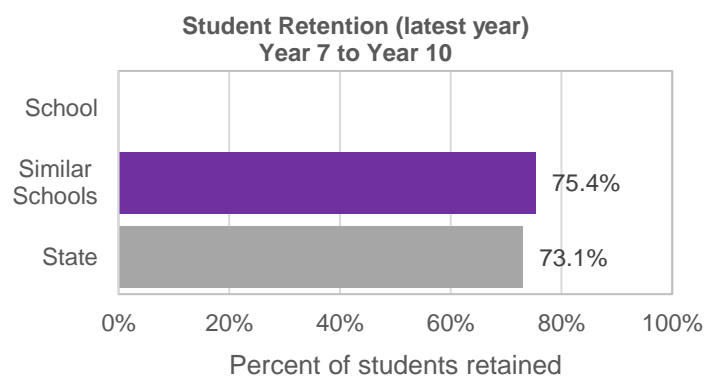
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	83%	82%	NDA	NDA	NDA

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 (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	75.4%	74.2%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.

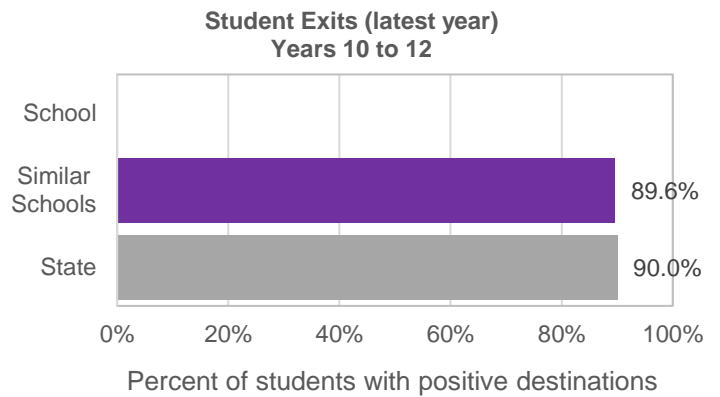
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	89.6%	88.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$6,452,553
Government Provided DET Grants	\$876,208
Government Grants Commonwealth	\$24,215
Government Grants State	\$761,985
Revenue Other	\$59,254
Locally Raised Funds	\$147,069
Capital Grants	\$0
Total Operating Revenue	\$8,321,284

Equity ¹	Actual
Equity (Social Disadvantage)	\$239,235
Equity (Catch Up)	\$64,319
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$6,193
Equity Total	\$309,747

Expenditure	Actual
Student Resource Package ²	\$5,973,114
Adjustments	\$0
Books & Publications	\$16,265
Camps/Excursions/Activities	\$49,114
Communication Costs	\$11,507
Consumables	\$150,910
Miscellaneous Expense ³	\$31,780
Professional Development	\$8,355
Equipment/Maintenance/Hire	\$262,530
Property Services	\$121,136
Salaries & Allowances ⁴	\$51,350
Support Services	\$365,118
Trading & Fundraising	\$9,692
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$81,777
Total Operating Expenditure	\$7,132,649
Net Operating Surplus/-Deficit	\$1,188,635
Asset Acquisitions	\$163,598

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$640,160
Official Account	\$81,737
Other Accounts	\$0
Total Funds Available	\$721,897

Financial Commitments	Actual
Operating Reserve	\$175,866
Other Recurrent Expenditure	\$108,432
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$372,599
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$721,896

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.