

2009 Annual Report to the School Community

Hallam Senior Secondary College

School Number: 8868



Every
child,
every
opportunity



Hallam Senior College

Hallam Senior College services a diverse residential district within the rapidly expanding South Eastern Growth Corridor. The College draws students from varied social, economic and cultural backgrounds and recognises and values the diversity of its community.

The College is committed to providing an excellent education for all students in a secure, supportive and educationally challenging environment. It provides comprehensive programs at Years 10 – 12 through a broad range of VCE studies, VET certificates and VCAL programs all leading to further education, employment and training.

Our aim is to provide all students with the maximum opportunity for personal and academic growth in a supportive environment, one specially designed for students in their later secondary years. The College values relationships built on respect and responsibility where the relationships between people, learning and the environment frame our actions.

In 2009 this school had 55.36 fulltime equivalent teaching staff (89 teachers), 3 Principal staff, and 13.14 EFT (16) school support staff.

Hallam Senior College is looking forward to an exciting future where students are encouraged to take personal responsibility for their learning and are supported by highly qualified and enthusiastic staff.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Hallam Senior College aims to focus on creating a stimulating and supportive learning environment through improvement in teacher effectiveness and empathy across the later years of schooling.</p> <p>As a Senior College we offer subjects and certificates across years 10-12. Our aim is to ensure real, relevant and rigorous programs that enable students to make positive steps in their learning, establishing a strong foundation for life after school.</p> <p>The College offers 41 VCE subjects, 14 VET Certificates and Intermediate and Senior VCAL. In 2009, the College also introduced year 10. This strong mix of academic subjects and vocational subjects means that in tailoring programs for students we focus on individual achievement and completion.</p> <p>VCE results clearly show a need for the school to provide literacy support across all subject areas. As part of the Smarter Schools National Partnerships program we tested all students in the Transition program to establish firm starting points for students. In 2010 we will develop a program that focusses on building teacher capacity to meet this need.</p>	<p>Over 2009 we focussed on developing a range of strategies that would build effective and positive relationships ensuring that students are at the centre of College practices.</p> <p>We reviewed the current pastoral / home group structure, House and student leadership systems and developed a new model for implementation in 2010.</p> <p>The new sub school structure will align student programs with their wellbeing and engagement e.g. students who are undertaking a number of VET certificates and are largely looking to apprenticeships are grouped in a sub school called Technology and Traditional Trades. Leaders, teachers and assistants are assigned to a sub school and in the first year will focus on building identity and connectedness with school.</p> <p>Student attendance rates are below state averages. As a consequence we have reviewed our attendance policy and diverted significant resources to address this problem. This means working with staff and students to develop and define strategies, systems and timelines for the implementation of student centred practices based on positive relationships.</p>	<p>Hallam Senior College operates a Programs approach to curriculum and certificate design. This means that students select a Program that forms the basic structure of their studies across years 10-12. A significant Transition program occurs at the end of each year to ensure that students are in the correct Program, with a selection of subjects that meets their needs. The Transition period also allows new students to the College to become familiar with policies and practices.</p> <p>In 2009 we reviewed our Managed Individual Pathways program to ensure that a whole school approach to pathways planning was consistently applied. This program will also be integrated into the Sub Schools structure where each of the four Sub Schools will monitor their students far more closely than in the past.</p> <p>College policies, processes and practices are all being aligned to the Sub Schools to ensure that all students are well catered for through all their pathways and transitions. A much higher level of communication with home as well as the development of an electronic system is also underway.</p>
<p>For more detailed information regarding our school please visit our website at www.hallamssc.vic.edu.au or view our Annual Report online at http://www.vrqa.vic.gov.au/SReg/</p>		



Hallam Senior Secondary College

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

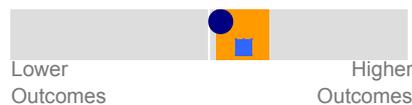
School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

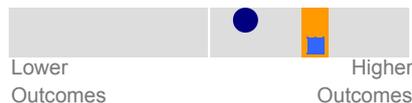
1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



School Profile

- 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.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile

Data not available

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language

Data not available

- 793 students (365 female, 428 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

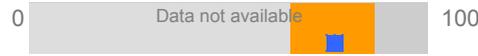
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

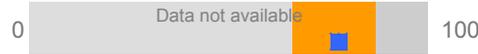
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

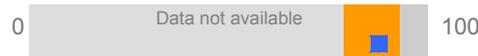
Results: English and Mathematics 2008



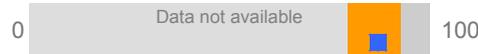
Results: English and Mathematics 2007 - 2008 (2-year average)



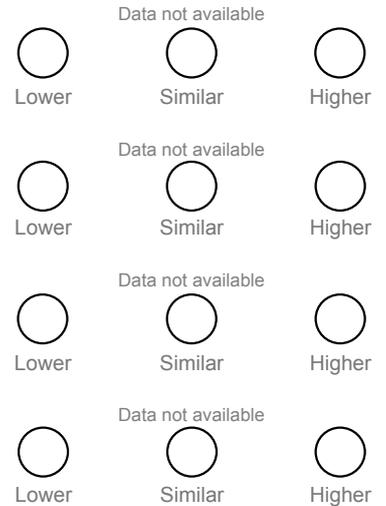
Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

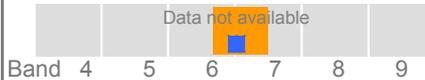
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

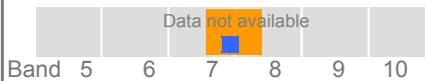
Results: Reading 2009



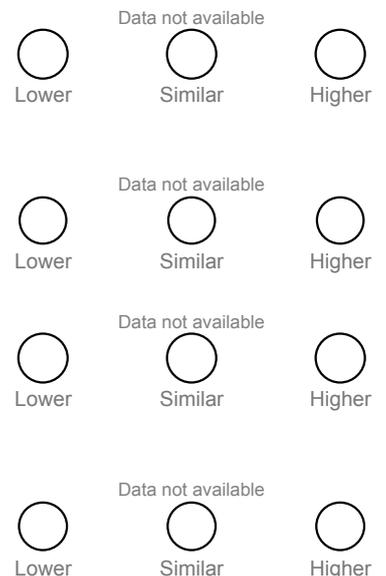
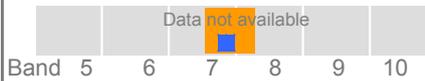
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

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Student Learning

7. 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.

Percent of students in 2009 who satisfactorily completed their VCE: 87%

Percent of Year 12 students in 2009 undertaking at least one Vocational Education and Training (VET) unit of competence: 57%

Percent of VET units of competence satisfactorily completed in 2009: 66%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2009: 71%

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar



Higher

Student Engagement and Wellbeing

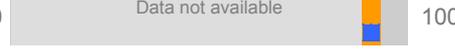
8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

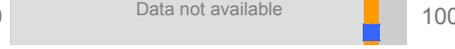
Average 2008 attendance rate by year level:

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
N/A	N/A	N/A	N/A	N/A	N/A

School Comparison



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar



Higher

9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar



Higher

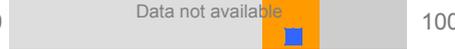
Student Pathways and Transitions

10. Student retention

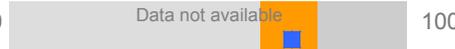
Percentage of Year 7 students who remain at the school through to Year 10.

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar

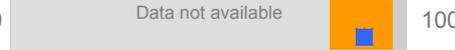


Higher

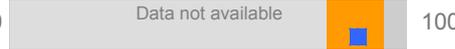
11. Students exiting to further studies and full-time employment

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

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar



Higher

How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

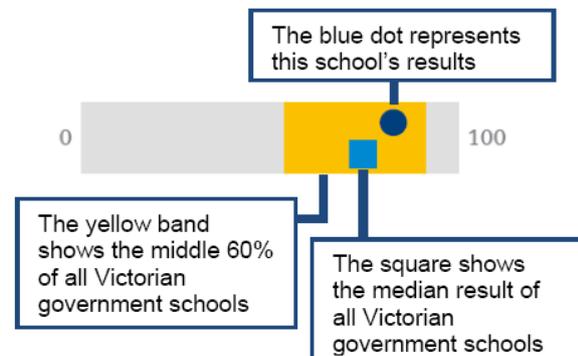
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 Government School 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 Government School 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.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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 Indigenous 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:

www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Hallam Senior Secondary College

School Number: 8868

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$1,391,591
Commonwealth Government Grants	\$180,000
State Government Grants	\$312,743
Other	\$129,782
Locally Raised Funds	\$552,638
Total Operating Revenue	\$2,566,754

Expenditure

Salaries and Allowances	\$222,800
Bank Charges	\$1,770
Consumables	\$175,010
Books and Publications	\$60,290
Communication Costs	\$51,433
Furniture and Equipment	\$167,801
Utilities	\$54,957
Property Services	\$416,164
Travel and Subsistence	\$5,079
Motor Vehicle Expenses	\$1
Administration	\$31,063
Health and Personal Development	\$2,144
Professional Development	\$59,613
Trading and Fundraising	\$45,390
Support/Service	\$318,887
Miscellaneous	\$200,746
Total Operating Expenditure	\$1,813,148

Net Operating Surplus/-Deficit	\$753,606
Capital Expenditure	\$167,668

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$1,235,214
Official Account	\$62,940
Other Bank Accounts(listed individually)	\$
(insert)	\$
Total Funds Available	\$1,298,154

Financial Commitments

Financial Commitments	2009 Actual
School Operating Reserve	\$221,849
Assets or Equipment Replacement < 12 months	\$330,376
Capital – Building/Grounds including SMS < 12 months	\$289,253
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$0
	\$
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Receipted in Advance	\$51,090
School based programs	\$12,261
Region/Network/Cluster Funds	\$46,211
Provision Accounts	\$0
Repayable to DEECD	\$277,599
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$0
Total Financial Commitments	\$1,228,640

Financial performance and position commentary

