



Department of Education and  
Early Childhood Development

# 2011 Annual Report to the School Community

Rosehill Secondary College  
School Number: 7275



### Rosehill Secondary College

Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley. As well as permanent classrooms there are 19 portables on site, a library, gymnasium, music building and a Year 12 centre. The school is a single campus Years 7 to 12 divided into a Junior(7-9) and a Senior school(10-12). The enrolment in 2011 was 1042. Tier Two accreditation for international students has been granted. The College runs four, 75 minute periods per day. At Years 7 and 8 as well as core and elective subjects there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is designed as an introductory year to VCE and allows for students to select a VCE subject. The school has excellent VCE results.. VCAL is offered within the Senior School, and the College is committed to offering careers and further education pathways. There is a strong PE/sporting program and the Performing Arts is important with musical and dance performances. A formal Student Leadership program has been established for School, Class and House captains. The College has four Houses and a homework club runs weekly. Improving student outcomes through improved instructional practices is a key focus and the College is moving towards a more consistent approach to teaching and learning. The College is also transitioning to the NSSCF 1:1 program. The school provides a calm environment for students and staff with a strong emphasis on positive relationships. The Welfare and Discipline structure is consistent and successful.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Rosehill Secondary College achieved at levels similar to other schools given the background and characteristics of our students. The College is aims to improve student learning outcomes. Funding has continued to be provided for literacy and numeracy coaches and consultants and a science curriculum writing and delivery program. NAPLAN cohort data has shown a drop in growth rates from 7-9. For the start of 2012 new Leading Teachers have been appointed in the English/ESL and Numeracy areas to monitor and improve student outcomes across the three years. Student VELs results at Year 10 show a drop in students performing below expected levels and a continued upward trend of students achieving above.</p> <p>A study group of 20 staff made up of Leading and Expert teachers has been set up to research and trial effective teaching methods based on the research of the MCREL organisation. This will also link in with the federally funded 1:1 ICT program.</p> <p>Year 12 results in 2011 showed a drop of one point in the mean and median study scores, although there has been an increase in the number of scores 40+, as well as the number of ATAR scores in the ranges of 90-100 and 80-90. A Leading teacher with extensive VCAA and VCE experience has been appointed for 2012 as head of the Senior school.</p>	<p>Student attendance data at Rosehill indicates that our results are similar to other secondary colleges, but there have been improvements in this area. An automatic SMS text messaging service has been set up to notify parents each morning if a student is absent.</p> <p>The Student Attitude to School Survey shows that the College continues to be seen as a very safe school, and that classroom misbehaviour is not detracting from student learning. This is due to a strong Welfare and Discipline Policy. Student motivation is high and the College has developed confident learners.</p> <p>School Connectedness is equal to the state average for secondary schools. 2012 has seen a jump in student numbers to 1090. The College is expected to increase to over 1100 students for the start of 2013.</p> <p>Parent survey data indicates a high level of general satisfaction with the College and there has been an upward yearly trend in all other areas of the survey.</p>	<p>Rosehill has been successful in retaining students who start in Year 7 and remain until the end of Year 10 and this has been consistent over the last four years with real and apparent retention rates improving..</p> <p>A VCAL program exists with one class at Year 11 and one at Year 12. Students have access to a wide range of VET subjects and the College has maintained the number of VCE subjects and classes being taught in 2012. The College has a high degree of competency completion.</p> <p>The College has in place a full time careers adviser as well as a Work Experience/Pathways Coordinator. They work closely together enabling all students to have positive pathways into the future.</p> <p>As a result the College has a sound record of positive destinations (work, tertiary or further studies) when students leave the school. Very few students over the last four years have exited to unemployment.</p>

For more detailed information regarding our school please visit our website at

[www.rosehillsc.vic.gov.au](http://www.rosehillsc.vic.gov.au)

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

## Rosehill 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

#### 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.



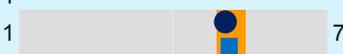
#### 3. Student Pathways and Transitions

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.

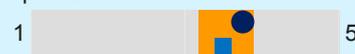


### School Profile

- 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.

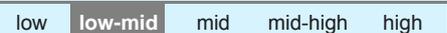


- Overall socio-economic profile



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

- Proportion of students with English as a second language



- 1044 students (472 female, 572 male) were enrolled at this school in 2011.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

## How this school compares to all Victorian government schools

### Key:

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### 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.

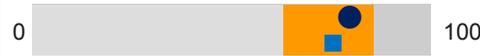
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2010



#### Results: English and Mathematics 2007 - 2010 (4-year average)



#### Results: All other subjects 2010



#### Results: All other subjects 2007 - 2010 (4-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.

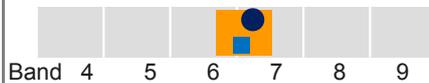
#### Results: Reading 2011



#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-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 2011



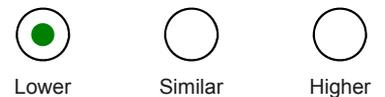
#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-year average)



## How this school compares to all Victorian government schools

### Key:

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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 2011 who satisfactorily completed their VCE: 98%

Percent of Year 12 students in 2011 undertaking at least one Vocational Education and Training (VET) unit of competence: 17%

Percent of VET units of competence satisfactorily completed in 2011: 89%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2011: 86%

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

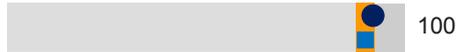
#### 8. Student attendance

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

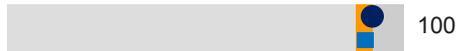
Average 2010 attendance rate by year level:

### Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93%	92%	92%	91%	90%	94%

### School Comparison



Lower



Similar



Higher



Lower



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: 2011



Results: 2008 - 2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

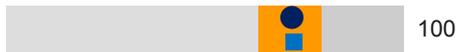
### Student Pathways and Transitions

#### 10. Student retention

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

### Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar

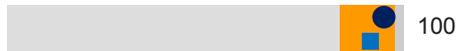


Higher

#### 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: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2011

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

The **second page** summarises your school's performance.

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

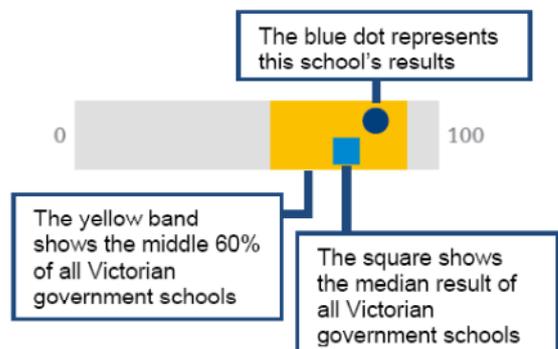
## What are student outcomes?

*Student outcomes* describe the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the 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 way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

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

# Financial Performance and Position

Rosehill Secondary College

<b>Financial Performance – Operating Statement Summary for the year ending 31st December, 2011</b>	
<b>Revenue</b>	<b>2011 Actual</b>
Departmental Grants	\$1,320,497
Commonwealth Government Grants	\$464,093
State Government Grants	\$10,709
Other	\$108,785
Locally Raised Funds	\$768,278
<b>Total Operating Revenue</b>	<b>\$2,672,362</b>
<b>Expenditure</b>	
Salaries and Allowances	\$158,836
Bank Charges	\$7,618
Consumables	\$231,589
Books and Publications	\$38,637
Communication Costs	\$32,901
Furniture and Equipment	\$444,845
Utilities	\$66,866
Property Services	\$724,538
Travel and Subsistence	\$510
Motor Vehicle Expenses	\$4,637
Administration	\$41,638
Health and Personal Development	\$3,564
Professional Development	\$40,699
Trading and Fundraising	\$107,470
Support/Service	\$194,235
Miscellaneous	\$286,504
<b>Total Operating Expenditure</b>	<b>\$2,385,087</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$287,275</b>
<b>Capital Expenditure</b>	<b>\$18,396</b>

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

<b>Financial Position as at 31st December, 2011</b>	
<b>Funds Available</b>	<b>2011 Actual</b>
High Yield Investment Account	\$1,819,255
Official Account	\$17,745
Other Bank Accounts( listed individually)	
Building Fund	\$18,731
(insert)	\$
<b>Total Funds Available</b>	<b>\$1,855,731</b>
<b>Financial Commitments</b>	
School Operating Reserve	\$307,045
Assets or Equipment Replacement <12 months	\$384,603
Capital – Building/Grounds including SMS < 12 months	\$45,000
Maintenance – Building/Grounds including SMS < 12 months	\$28,596
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$130,755
School based programs	\$167,446
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$121,282
Other Recurrent Expenditure (Accounts Payable) Assets or Equipment Replacement > 12 months	\$59,260
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$611,744
<b>Total Financial Commitments</b>	<b>\$1,855,731</b>

## Financial performance and position commentary

In 2011, the financial plan of the College was to establish short and long term goals and priorities. Under the auspices of the School Council Finance Committee, the College was able to continue improving its facilities and teaching and learning spaces. Through limiting its spending in 2010, the College was able to accumulate funds which had a significant impact in its ability to create and complete three full sized basketball courts in 2011. Classrooms continued to be refurbished through equipment and the ECA Centre, Library and Sub Library continued with their various stages of upgrades. The College's continued commitment to improving student outcomes is evident in the increase in Salaries and Allowances, Professional Development and the maintenance of Support Services due to its emphasis on Literacy, Numeracy and Science Support. The considerable increase in Commonwealth Government Grants and Furniture and Equipment is due largely to the National Secondary Schools Computer Funding received from the Commonwealth for 1:1 netbooks for students in Years 9 - 12. The decrease in Miscellaneous is due to the international tours conducted in alternate years to Japan and Italy. The decrease signifies a less costly Japanese Sister School Tour in 2011 compared to the Educational and Cultural Italy Tour conducted in 2010. Again, this decrease is reflected in the Revenue collected for Locally Raised Funds. In 2011, the College furthered its commitment to reducing student absences with the installation of the School Messaging System, the cost of its introduction evident in the increase in the expenditure under Communication Costs.