

2012 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 separate Year 11 and 12 study centres. The school is single campus Years 7 to 12 divided into a Junior(7-9) and a Senior school(10-12). The enrolment in 2012 was 1090. 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. 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. A Selective Talent and Enrichment Program.(STEP) is designed to cater for intellectually and academically capable students. 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, Arts 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 has transitioned to the NSSF 1:1 netbook program which is expanding further. 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 and a School Wide Positive Behaviours Program is at the early stages of implementation.

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. Funding has continued to be provided for literacy, numeracy and ICT coaches and consultants and a science curriculum writing and delivery program. NAPLAN cohort data has shown growth rates as expected from Years 7 to 9. Leading Teachers have been appointed in the English/EAL and Numeracy areas to monitor and improve student outcomes across the three years and to cater for a growing number of students without English as their main language. Student VELs results at Year 10 show that students are working at expected levels. The STEP program is continuing to cater for highly academic students.</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 and this is an adjunct to a Teacher Peer Observation process. This will also link in with the 1:1 ICT program. Year 12 results in 2012 showed a drop of one point in the median study score. 92% of Year 12 students achieved first round offers for University. The College has continued its work in Curriculum design to prepare for AUSVELS. Rosehill has a Sister School arrangement with Kogakan High School in Japan and there is a biennial study tour of Italy, both of which aim to improve foreign language skills.</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 continues 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 and the College is about to introduce a School Wide Positive Behaviours Framework. Student motivation is high and the College has developed confident learners.</p> <p>Students' view of School Connectedness continues to show improvement and the College has shown an increase to over 1100 students for the start of 2013.</p> <p>Student survey data shows strong improvement in student views of Teacher Effectiveness, Teacher Empathy and Stimulating Learning.</p>	<p>Rosehill has been successful in retaining students who commence in Year 7 and remain until the end of Year 10. This has been consistent over the last four years with real and apparent retention rates improving. Retention rates for students staying through to complete Year 12 have soared.</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 programs and the College has maintained the number of VCE subjects and classes being taught in 2013. The College has a high degree of VET 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. 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

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Rosehill Secondary College

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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

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

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

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
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 1088 students (506 female, 582 male) were enrolled at this school in 2012.

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

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

1. 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 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



2. 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 2012



Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



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

3. 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.

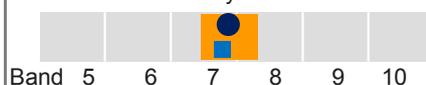
Results: Reading 2012



Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



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. 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 2012 who satisfactorily completed their VCE: 96%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 23%

Percent of VET units of competence satisfactorily completed in 2012: 75%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 85%

Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

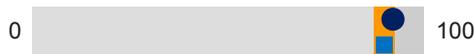
5. Student attendance

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

Average 2011 attendance rate by year level:

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



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

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

7. Student retention

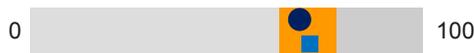
Percentage of Year 7 students who remain at the school through to Year 10.

8. 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.

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

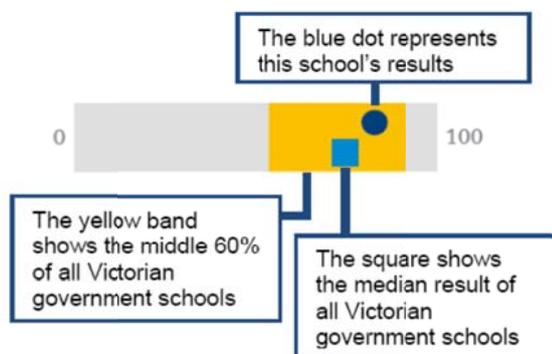
What are student outcomes?

Student outcomes show 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

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

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,375,955
Commonwealth Government Grants	\$16,803
State Government Grants	\$
Other	\$107,763
Locally Raised Funds	\$896,543
Total Operating Revenue	\$2,397,064

Expenditure

Salaries and Allowances	\$199,679
Bank Charges	\$7,853
Consumables	\$252,742
Books and Publications	\$27,452
Communication Costs	\$27,663
Furniture and Equipment	\$299,625
Utilities	\$74,058
Property Services	\$408,772
Travel and Subsistence	\$1,704
Motor Vehicle Expenses	\$11,940
Administration	\$53,932
Health and Personal Development	\$2,656
Professional Development	\$30,115
Entertainment and Hospitality	\$13,705
Trading and Fundraising	\$129,603
Support / Service	\$182,715
Miscellaneous	\$289,840
Total Operating Expenditure	\$2,014,054

Net Operating Surplus/-Deficit **\$383,010**

Capital Expenditure **\$99,103**

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, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$1,809,956
Official Account	\$68,467
Other Bank Accounts (listed individually)	
Building Fund	\$18,739
Term Deposit	\$250,000
(insert)	\$
Total Funds Available	\$2,147,162

Financial Commitments

Financial Commitments	2012 Actual
School Operating Reserve	\$294,639
Assets or Equipment Replacement <12 months	\$134,000
Capital – Building/Grounds including SMS <12 months	\$328,678
Maintenance – Building/Grounds including SMS <12 months	\$18,739
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$156,956
School based programs	\$392,551
Region / Network / Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement >12 months	\$70,936
Capital - Building / Grounds including SMS >12 months	\$750,663
Maintenance - Building / Grounds including SMS >12 months	\$
Total Financial Commitments	\$2,147,162

Financial performance and position commentary

In 2012 the College under the auspices of the School Council Finance Committee, limited its capital expenditure with the purpose of accumulating funds in order to have greater impact when improving the learning environment of its students. The College however, was still able to complete major projects including the outdoor basketball courts and the landscaping of its surrounding area, staff car park and continued in its commitment to install ICT and AV rich equipment in more classrooms such as Interactive Whiteboards and data projectors, which is reflected in Property Services and Furniture and Equipment respectively. The College was also able to purchase a second hand mini bus, predominately used in the extensive Sport and Physical Education classes as is shown in Capital Expenditure. This area was further supported with the employment of a trainee to assist with administration and coaching. There has been a significant decrease in Commonwealth Government Grants which included the National Secondary Schools Computer Funding for 1:1 notebooks in 2011 and this is also the reason for the same decrease in Furniture and Equipment. Locally Raised Funds has increased due to the international study tour to Italy. The increase is also due to the unforeseen circumstance of the College having to operate its Canteen in Term 4 and the expenditure is clearly visible in Trading and Fundraising. The College's continued commitment to improving student outcomes is evident in the increase in Salaries and Allowances and the maintenance of Support/Service with the engagement of Literacy and Numeracy Coaches to support the appointment of Leading Teachers in 2012 in the areas of English/EAL and Maths/Numeracy.