

# 2016 Annual Report to the School Community



School Name: Dromana College

School Number: 7122

Name of School Principal:	Alan Marr
Name of School Council President:	Alan Bounds
Date of Endorsement:	8 May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Dromana College is located amongst tranquil bushland with magnificent views over Port Phillip Bay adding a unique character to our culture of learning and achievement. An informed focus on student learning guides our objective to embrace the academic program and offer a broad range of learning experiences; experiences which enable students to explore their interests and talents at what ever level these may be; complete their schooling as well rounded individuals ready to take their places as contributing members of society in the future. Students will complete six years of secondary education knowing they have achieved their absolute best and maximised their potential as learners. We have developed programs and structures to support our vision to provide effective student learning for all students. A model of effective teaching has been developed by staff and underpins a culture of improving teacher quality. In addition our programs include high levels of ICT and single sex classes in English and Mathematics at Year 9. As a school with a highly successful laptop program we have the teaching expertise and facilities to deliver exciting learning opportunities that are relevant to the demands of a rapidly changing world. Students willingly embrace our clearly defined values of respect, responsibility, integrity and personal best, and our dedicated teachers work with all students to help them achieve their potential. In 2016 the College had 87.24 Teaching Staff, 4 Principal Class Officers and 23.99 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

Dromana College is committed to the Framework for Improving Student Outcomes to ensure the college embraces best practice and to develop goals and targets that have the greatest impact on student learning. The Dromana College model of effective teaching is designed to build practice excellence, and then to evaluate how this strategy has impacted student learning.

The college continues to ensure that teachers are utilizing evidence based high impact teaching strategies in the college literacy and numeracy programs through a team based approach across and within Learning Domains.

The college has a strong and dynamic wellbeing program, which through pastoral programs, strong support mechanisms and the emphasis on college wide values continues to provide a positive climate for learning. The college Attitudes to School survey continues to indicate a high level of connectedness to the college.

### Achievement

Dromana College is proud of its achievements in relation to student learning. Year 7 and 9 NAPLAN results in Literacy and Numeracy show performance levels similar or above other schools accounting for background characteristics. The school has excellent parental support in delivering a diverse and engaging curriculum. Moreover, the vision to provide effective learning for all students guides the school to seek continuous improvement in the area of student achievement. In 2016 the school continued the following improvement strategy: document a sequential learning program and scope and sequence charts in each learning domain. The school also consolidated a model of effective teaching to further improve teaching practice and learning outcomes. This model now provides the framework for improving teacher quality in the college. The school's VCE scores are continuing to improve and are above other schools taking into account background characteristics. Our goal is to build on this improvement. Students with disabilities demonstrated progress at a satisfactory or above level in achieving individual learning goals. In 2016 the College engaged a Leadership Coach to help leaders improve student learning outcomes and further develop leadership at the College, particularly amongst leading and expert teachers. In addition an aspirant leaders program was operated in 2016 to further develop leadership in the college.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Dromana College holds the view that in pursuit of the school's vision to provide effective student learning for all our students, there is always an area in which improvement can be made. This is especially true in regards to engaging students in the college learning and extra- curricular program. An important sign that students are engaged is their attendance and participation. In 2016 The schools' student attendance data again showed improvement over previous years. A goal is to sustain this improvement by developing a key improvement strategy; documenting and implementing improved practices for managing student attendance. Similarly the schools' student attitudes to school and school connectedness measures demonstrate that Dromana College students enjoy their learning and the 2016 achievement measure is higher than similar schools. The school has built on this outcome through the introduction of Restorative Practices across the college. The school also implemented a consistent approach to student management and wellbeing through its student engagement policy that includes guidelines regarding student behavior including common expectations and responsibilities. This Respectful Classrooms initiative has been developed with all college stakeholders and is now embedded throughout the college. A strong pastoral program exists at the college where students develop excellent relationships with significant teachers.

### Wellbeing



Dromana College's students have high levels of connectedness to their school and both students and parents have great pride in the college. Students attitude to school and parent surveys indicate high levels of satisfaction with the college, similar to and above schools of similar background characteristics. In addition the real retention of students at Dromana College is greater than the predicted range given the background characteristics of Dromana College students. The Year level structure and emphasis on pastoral care underpin the school's relationship based approach to student pathways planning and provides the framework for student reflection on their personalized future. Each student has a Pathways Plan commencing in Year 9 and this is reviewed regularly throughout their senior schooling. Students investigate a range of further study and employment opportunities available to them at the completion of six years of secondary education. The school's intake adjusted student destination data is higher in 2016 than the average of the last five years highlighting continuous improvement in positive exit destinations for our students. A key improvement strategy currently being implemented to improve student pathways and transitions is a broadening of the College curriculum in the post compulsory years and a focus on high expectations for all learners

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 1440 students were enrolled at this school in 2016, 644 female and 796 male. There were 2% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li><span style="color: blue; font-weight: bold; font-size: 20px;">●</span> Higher</li> <li><span style="color: green; font-weight: bold; font-size: 20px;">●</span> Similar</li> <li><span style="color: green; font-weight: bold; font-size: 20px;">●</span> Similar</li> <li><span style="color: green; font-weight: bold; font-size: 20px;">●</span> Similar</li> </ul>



## Performance Summary

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Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>51%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>50%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	52%	17%	Numeracy	36%	51%	13%	Writing	28%	50%	22%	Spelling	29%	56%	15%	Grammar and Punctuation	31%	50%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p><span style="color: blue; font-weight: bold;">●</span> Higher</p> <p><span style="color: blue; font-weight: bold;">●</span> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>57%</b>            VET units of competence satisfactorily completed in 2016: <b>91%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>97%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>88 %</td> <td>87 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	93 %	92 %	94 %	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	93 %	92 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

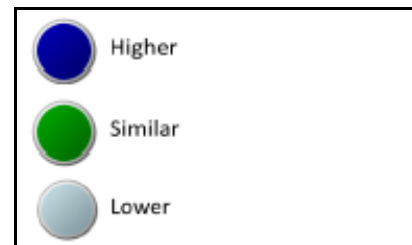
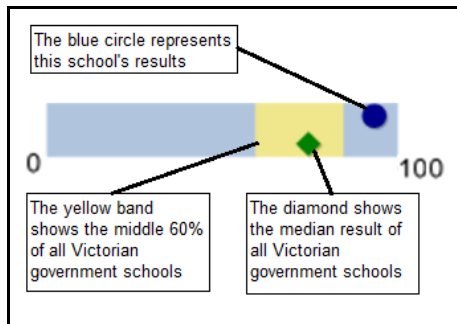
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

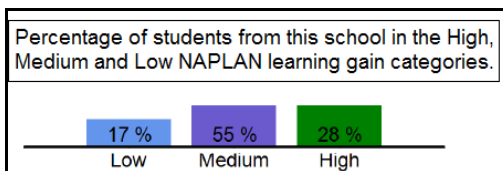
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 Aboriginal 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$11,439,161
Government Provided DET Grants	\$2,627,503
Government Grants State	\$25,000
Revenue Other	\$193,418
Locally Raised Funds	\$1,474,590
<b>Total Operating Revenue</b>	<b>\$15,759,672</b>

Expenditure	
Student Resource Package	\$11,223,991
Books & Publications	\$18,500
Communication Costs	\$45,422
Consumables	\$417,660
Miscellaneous Expense	\$2,055,500
Professional Development	\$46,738
Property and Equipment Services	\$995,264
Salaries & Allowances	\$260,490
Trading & Fundraising	\$86,676
Travel & Subsistence	\$4,906
Utilities	\$89,952

**Total Operating Expenditure** **\$15,245,099**

**Net Operating Surplus/-Deficit** **\$514,573**

**Asset Acquisitions** **\$591,993**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$317,862
Official Account	\$37,037
Other Accounts	\$1,325,345
<b>Total Funds Available</b>	<b>\$1,680,244</b>

Financial Commitments	
Operating Reserve	\$592,492
Maintenance - Buildings/Grounds incl SMS<12 months	\$129,115
Revenue Received in Advance	\$280,421
School Based Programs	\$142,967
Capital - Buildings/Grounds incl SMS>12 months	\$535,249
<b>Total Financial Commitments</b>	<b>\$1,680,244</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*

#### Financial Performance and Position Commentary

Dromana College has committed all funds obtained from the DE&T and locally raised funds to improve the learning outcomes for all students.