

2019 Annual Report to The School Community



School Name: Lowanna College (8821)



- 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 2019 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 29 October 2020 at 10:34 AM by Adam Hogan (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 November 2020 at 02:52 PM by Kathy Sultana (School Council President)

About Our School

School context

Lowanna College is a single campus Year 7-12 school with a 2019 student population of 880. We are the only secondary education provider for Moe-Newborough and district community and draw further enrolments from the townships of Erica, Rawson, Yallourn North and Willow Grove. Long-term projections indicate that enrolment numbers will remain steady for the near future. Our transition data is increasing, with approximately 90% of the available Grade 6 cohort transitioning to Lowanna College (up from 80%). The College's SFOE is 0.56, indicating a low socio-economic background for many of our students. The College has received significant equity funding in the last two years. The College staffing profile consists of 93.56 equivalent full-time staff, including 4 principal class, 58.39 teachers and 33.70 education support staff. Lowanna College boasts excellent facilities set in large, attractive grounds creating an excellent learning and teaching environment. The College has a large Auditorium, a two-court Gymnasium and an onsite Welfare Centre for reengaging students at risk and for those who have a range of personal and mental health issues. A Regional Cases21 IT Training Centre is located on site to train ES staff from across the region. Lowanna College is divided into three distinct Mini Schools. Each Mini School consists of two year levels (7-8, 9-10 and 11-12) and has a Leading Teacher responsible for each. A team of Student Advocates assists with student management and the welfare needs of students, with all supported by an administrative assistant. The College offers a broad curriculum that includes a core program to Junior School students, a core and elective program for Middle School students, and VCE, VCAL and VETiS options for Senior School students. The College enjoys close ties with the other Secondary Colleges in the Latrobe Valley - Lowanna College has a partnership with Kurnai College and Traralgon College to establish a campus (Latrobe Valley Flexible Learning Option - LVFLO) for students disengaged from education. This campus has been in operation since 2014 and has had over 250 students transition.

Framework for Improving Student Outcomes (FISO)

FISO is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school. Specific to context, strengths and challenges, in 2019 Lowanna College focused attention on the following two high-impact initiatives to lift student achievement, engagement and wellbeing:

Building Practice Excellence:

To support the implementation of our improvement strategies, the College provided Professional Learning on our Instructional Model, underpinned the Gradual Release of Responsibility approach to learning. This was achieved through our PLT structure, and collaborative staff forums. The college built on the 2018 coaching program this year, continued professional learning in relation to the Instructional Model and whole-school literacy strategies.

Curriculum Planning and Assessment:

A revised curriculum unit plan was released, with staff aligning curriculum planning to the Victorian Curriculum Standards, and the college's Instructional Model

Achievement

Lowanna College achieved significant improvement in 2019, with almost all strategic targets met and with many exceeded. NAPLAN results increased in reading growth (Med/High increased from 64% to 68%) and students in the top two bands increased from 7% to 9%. With a strong focus on Professional Learning Teams and an instructional model, the School Staff Survey showed improvements in Teacher Collaboration (43% to 48%), Collective Efficacy (39% to 44%), Confidence in Monitoring with Data (48% to 53%) and Academic Emphasis (31% to 36%).

The college-wide review indicated the need to build the capacity of middle leaders and create structures and resourcing to allow all teachers to be supported within a team and by a leader, particularly in regards to collaborative planning and classroom practice, and as such, this will be future work within the college.

Following the appointment of a Leading Teacher to Student Support Services, all PSD students were supported with an established Individual Learning Plan.

Engagement

Lowanna College achieved significant improvement in 2019, with almost all strategic targets met and with many exceeded. In the students' Attitude to School Survey, Stimulated Learning increased to 62%, Teacher Effectiveness increased to 60%.

Through a strong focus on attendance at school and a multi-tiered approach, the average absence days reduced from 23.7 to 22.2. This involved a positive promotional campaign for students and the community, as well as follow up processes (SMSs, phone calls, letters, home visits) for non-attenders.

The college undertook significant work to review processes regarding student exits from school and their pathway destinations, with stronger documentation and tighter processes resulting in a more supported approach to pathway transition.

Wellbeing

With a review of wellbeing practices and a stronger focus on pastoral care through home groups, the college saw positive increased in the student's Attitude to School Survey data, in the areas of School Connectedness (increased from 51% to 56%), Manages Bullying (increased from 54% to 59%) and Student Advocate (increased from 73% to 78%).

The school is looking for a significant redesign of wellbeing services, with the recruitment on a new leader in 2020, a new, dedicated space, and a more clinical approach to service delivery. This will enable the college to work more strategically, use data to inform proactive strategies such as small group intervention and skill building, and enhance the overall wellbeing of all students in the college.

Financial performance and position

Lowanna College has continued to focus heavily on providing students of the College with resources, facilities and experiences to support them in their learning, particularly from a technological perspective. Funding was used to support students in and out of the classroom in a variety of ways, with a heavy emphasis on Literacy and Numeracy.

Our staffing budget for 2019 was in surplus at the conclusion of the year due to the strategic planning and effectiveness of the Executive Team which includes the Principal, Assistant Principals, Operations Manager and Business Manager. Also contributing to the surplus was the reduction from four Assistant Principals to three due to an opportunity for advancement outside of Lowanna College for one of our Principal team members.

Student numbers were consistent with Principal projections which greatly assisted with the preparation, management and accuracy of the budget.

The College gratefully acknowledges the increase in equity funding provided by DET with the increase in funds being spent on crucial academic and wellbeing supports for our students which results in all students being well supported across all facets of their education.




For more detailed information regarding our school please visit our website at
www.lowanna.vic.edu.au

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 887 students were enrolled at this school in 2019, 452 female and 435 male.

1 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).







Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



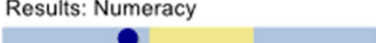


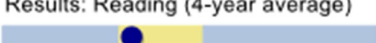

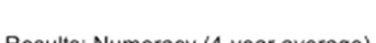




Performance Summary

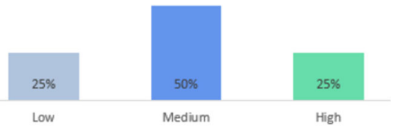
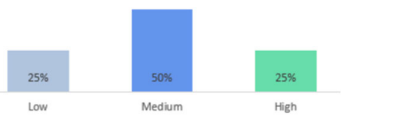


| <div> <div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Secondary Schools: </div> <div>Results for this school: ● Median of all Victorian Government Secondary Schools: ◆</div> </div> <div> <div>Key:</div> <div>Similar School Comparison</div> <div> ● Above ● Similar ● Below </div> </div> | | |
|--|---|---|
| Achievement | Student Outcomes | Similar School Comparison |
| <p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p>Below ●</p> <p>Below ●</p> |

Performance Summary

| | | | |
|-------------|--|-------------|--|
| Key: | Range of results for the middle 60% of Victorian Government Secondary Schools:  | Key: | Similar School Comparison  Above  Similar  Below |
| | Results for this school:  Median of all Victorian Government Secondary Schools:  | | |

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| <p>NAPLAN Year 7</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>NAPLAN Year 9</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>  | <p>Below </p> <p>Below </p> |

Performance Summary

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|--|---|---|
| Achievement | Student Outcomes | Similar School Comparison |
| <p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p>Reading</p> <p>37 % Low 50 % Medium 13 % High</p> <p>Numeracy</p> <p>34 % Low 48 % Medium 18 % High</p> <p>Writing</p> <p>23 % Low 49 % Medium 28 % High</p> <p>Spelling</p> <p>27 % Low 54 % Medium 19 % High</p> <p>Grammar and Punctuation</p> <p>44 % Low 45 % Medium 12 % High</p> | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> |
| <p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p>Reading</p> <p>26 % Low 50 % Medium 23 % High</p> <p>Numeracy</p> <p>40 % Low 46 % Medium 15 % High</p> <p>Writing</p> <p>26 % Low 55 % Medium 19 % High</p> <p>Spelling</p> <p>28 % Low 57 % Medium 15 % High</p> <p>Grammar and Punctuation</p> <p>36 % Low 51 % Medium 13 % High</p> | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> |
| <p>Victorian Certificate of Education (VCE)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p>  | <p>Below ●</p> |
| <p>Students in 2019 who satisfactorily completed their VCE: 95%</p> <p>Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 32%</p> <p>VET units of competence satisfactorily completed in 2019: 96%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 88%</p> | | |

Performance Summary

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|---|--|--|--|
| <div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Secondary Schools: <div></div> Results for this school: <div></div> Median of all Victorian Government Secondary Schools: <div></div></div> | | <div>Key:</div> <div>Similar School Comparison <div>Above</div> <div>Similar</div> <div>Below</div></div> | |
| Engagement | | Student Outcomes | |
| <div>Average Number of Student Absence Days</div> <div>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</div> <div>Absence from school can impact on students' learning</div> <div>Similar School Comparison</div> <div>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</div> | | <div>Results: 2019</div> 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Performance Summary

| <div> <div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Secondary Schools: </div> <div>Results for this school: ● Median of all Victorian Government Secondary Schools: ◆</div> </div> <div> <div>Key:</div> <div>Similar School Comparison</div> <div> ● Above ● Similar ● Below </div> </div> | | |
|--|---|---|
| Wellbeing | Student Outcomes | Similar School Comparison |
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Above ●</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Above ●</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$9,237,798 |
| Government Provided DET Grants | \$1,910,683 |
| Government Grants State | \$15,159 |
| Revenue Other | \$97,778 |
| Locally Raised Funds | \$506,011 |
| Total Operating Revenue | \$11,767,429 |

| Equity ¹ | |
|------------------------------|--------------------|
| Equity (Social Disadvantage) | \$947,417 |
| Equity (Catch Up) | \$138,938 |
| Equity Total | \$1,086,355 |

| Expenditure | |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$9,214,353 |
| Books & Publications | \$12,806 |
| Communication Costs | \$33,020 |
| Consumables | \$294,616 |
| Miscellaneous Expense ³ | \$544,552 |
| Professional Development | \$64,012 |
| Property and Equipment Services | \$644,160 |
| Salaries & Allowances ⁴ | \$431,845 |
| Trading & Fundraising | \$79,088 |
| Travel & Subsistence | \$119,312 |
| Utilities | \$147,146 |
| Total Operating Expenditure | \$11,584,910 |
| Net Operating Surplus/-Deficit | \$182,519 |
| Asset Acquisitions | \$34,415 |

Financial Position as at 31 December, 2019

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$735,950 |
| Official Account | \$67,732 |
| Other Accounts | \$0 |
| Total Funds Available | \$803,682 |

| Financial Commitments | |
|---|--------------------|
| Operating Reserve | \$389,336 |
| Funds Received in Advance | \$87,183 |
| School Based Programs | \$273,592 |
| Funds for Committees/Shared Arrangements | \$41,969 |
| Repayable to the Department | \$125,000 |
| Asset/Equipment Replacement < 12 months | \$30,000 |
| Maintenance - Buildings/Grounds < 12 months | \$85,000 |
| Asset/Equipment Replacement > 12 months | \$150,000 |
| Total Financial Commitments | \$1,182,081 |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

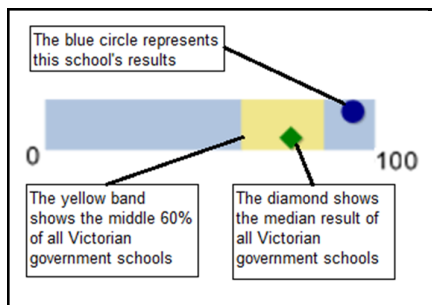
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

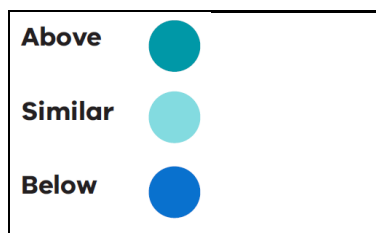


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').