

2020 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 2020 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 10 May 2021 at 12:51 PM by Michael Lakeman (Principal)

The 2020 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 17 May 2021 at 06:52 PM by Julie Demczuk (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Lowanna College is a single campus Year 7-12 school with a 2020 student population just under 900. 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. The College's Student Family Occupation and Education (SFOE) indicates a low socio-economic background for many of our students and the College has received significant equity funding over the last number of years.

Lowanna College is a bright and vibrant school, with high aspirations for the college and our students. Our aim is to deliver the highest quality educational opportunities for our students while producing a socially and globally aware individual. Students' engagement and growth is underpinned by the College's Vision and Values:

Lowanna College's Vision

The Lowanna College community is committed to high expectations and believes all students will achieve excellence in their endeavours.

Lowanna College's Values

Respect We respect ourselves, each other and our community. We get along and support each other.
Integrity We make good choices, do the right thing and are fair and just in our decisions and our behaviours.
Determination We work hard to achieve our goals, and we show strong resilience in the face of adversity.
Growth We pursue life-long growth in both learning and character, and we support each other in our endeavours.
Excellence We aim high, we don't settle for second-best and we celebrate our achievements.

Lowanna boasts outstanding facilities and is set on large and attractive grounds creating an excellent learning and teaching environment. The College has a large auditorium, a two-court gymnasium and an onsite Wellbeing 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 - Junior School (Year 7 and 8), Middle School (Year 9 and 10) and Senior School (Year 11 and 12) - each responsible for 300-400 students. Each Mini School consists of a Leading Teacher, a team of Student Advocates who assist with student management and the wellbeing of students and each Mini School is further 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 and has established a campus, Latrobe Valley Flexible Learning Option (LVFLO), for students who have disengaged from their education. This campus has been in operation since 2014 and has had over 250 students transition into this setting.

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 2020 Lowanna College continued to focus its attention on the following 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 which was underpinned by the Gradual Release of Responsibility approach to learning. This was achieved through our Professional Learning Team (PLT) structure, utilising Learning Specialists to support teacher practice and in collaborative Staff Forums.

The College built on the previously introduced coaching program that has enabled teachers to develop a repertoire of instructional practices and increased their ability to analyse data and reflect on lessons, resulting in a continual improvement in student achievement and progress.

Staff had a strong commitment to Professional Learning and participated in a range of activities that were delivered at school or in online forums. Teachers also made good use of their Professional Practice Days that enabled teachers to collaborate and plan for effective teaching and assessment of student learning.

Curriculum Planning and Assessment:

Lowanna continued to work on a guaranteed and viable curriculum across all teaching areas, building on previous work with common Curriculum Unit Plans and staff aligning their curriculum planning to the Victorian Curriculum Standards and the College's Instructional Model. Lowanna was instrumental in developing a COVID teaching model that was then replicated by other schools in the area during the state-wide remote learning periods.

The Instructional Leadership Team undertook Professional Development on collaborative team learning and worked together to develop a Learning Walk protocol for Lowanna that will enable Professional Learning Teams to reflect on their own practice and therefore improve student learning and engagement. This work will continue in to 2021.

A major focus in 2020 was to further develop the College's Literacy Programs and embed Independent Reading into all Year 7 to 9 English and Humanities classes. We provided Professional Development for teachers in literacy strategies focussing on vocabulary and reading. In PLTs, teachers identified essential vocabulary which was then backward mapped from Year 12 to Year 7. English teachers explicitly taught reading strategies that enabled students to develop and use strategies across their subject areas.

Achievement

Although one of the College's key indicators, NAPLAN, was not completed in 2020 due to COVID, the College continued to use PAT testing for Years 7 to 10 in both literacy and numeracy. These assessments showed continued medium and high growth in students' learning in these areas.

Literacy intervention and support were provided to targeted students using the Fountas and Pinnell reading program as part of Lowanna's Literacy Strategy. Collation and analysis of Fountas and Pinnell data from primary schools and after students had completed the program showed significant growth in student achievement and the development of individual student's reading skills.

Lowanna's Numeracy Program focussed on extending students by working with them in small groups, differentiating student work, providing classroom support and analysing PAT data and practice NAPLAN tests to track student improvement. Significant growth was recorded across year levels and analysis of this data showed high growth for the top end of year level cohorts.

Enrolment and retention of students in Senior courses remain steady with a 95% VCE completion rate and a median study score in VCE subjects of 26.6 increasing from 24.8 in 2019. The percentage of students achieving 40+ study scores rose from 0.3% in 2019 to 2.5% in 2020. Student performance as measured against the GAT predicted score showed that students were achieving at or above the expected level for most subjects.

VCAL showed strong outcomes with a completion rate of 72%. Students who did not finish their VCAL studies were generally successful in finding full-time employment, training, or apprenticeships. Lowanna continues to achieve outstanding outcomes for students who choose a vocational pathway.

An increased focus on rigor within the College saw the introduction of exams at Year 9 for Mathematics and English.

The exams were introduced to raise academic expectations, provide feedback to students and better prepare them for VCE.

Following the appointment of a Leading Teacher to Student Support Services, there was a renewed focus on developing Individual Learning Plans (ILPs) for all students within the Program for Students with Disabilities (PSD students). COVID restrictions impacted the traditional support meetings that would have occurred for students, but Lowanna was able to develop online programs and provide assistance during remote learning. Continued support and communication were ongoing throughout the year and enabled PSD students to engage with their learning at an appropriate level.

Engagement

Lowanna continued to build on its work from 2019 taking a multi-tiered approach to attendance in a very disrupted year due to COVID. This involved providing support to families to customise programs, liaising with the Department's Navigator program, and following Lowanna's attendance communication protocols for non-attenders (daily SMSs, phone calls, letters and home visits). Throughout the remote learning periods, Lowanna engaged with the community and was able to adjust their programs based on feedback from parents and students in relation to work demands and wellbeing.

Specialist programs within Literacy and Numeracy were developed to extend students and key staff further develop our growing Music Excellence and Sports Academy programs. The first intake of Year 7 students into the Sports Academy will occur in 2021 with the Academy now available at all year levels. The College continues to provide a range of pathways to students by offering extensive elective programs from Year 8 and from Year 10 we offer VCE, VET, VCAL and HeadStart pathways.

The redesign of Student Leadership structures across the College gave a greater voice to our students. Each form has a Home Group Captain and each year level has two elected leaders that belong to the college's Student Representative Council (SRC). These changes ensured that students were heard and empowered.

Preliminary work started on increasing students' understanding of high expectations in the classroom. This involved the use of Home Groups and Staff Forums to engage students and staff in discussions about what a high-performing classroom looks like. This work will continue in 2021 to help support student learning.

Wellbeing

Staff at Lowanna continued to build positive student-teacher relationships by providing pastoral care through Home Groups, using restorative practices in the classroom and offering a range of extracurricular activities to promote student wellbeing and connection to the school. Lunchtime activities, Homework Club, our Green Tradies and drumming programs all allowed students to interact in alternative settings and helped foster positive relationships.

Wellbeing staff, Student Support Officers and other Educational Support staff took a proactive approach to students' health and wellbeing over the remote learning periods with every family receiving phone calls to check how students were coping under these unusual circumstances.

The College started to significantly redesign its wellbeing services, with the recruitment of a new Wellbeing Leader starting in 2021, a dedicated Wellbeing space was identified and preliminary development of a more clinical approach to wellbeing service delivery was investigated. 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 once again focused heavily on providing students of the College with resources, predominantly technological equipment, to support their learning in what was a challenging COVID year. A significant amount of funding was utilised to support students whilst on school premises, and in remote learning, in the form of extra Education Support staff to maintain and grow our Literacy and Numeracy results for individual students and as a whole school.

The 2020 staffing budget 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 lack of spending in the casual relief teacher budget area due to remote learning.

Student numbers were consistent with Principal projections which greatly assisted with the preparation, management and accuracy of the 2020 budget.

The College gratefully acknowledges the continued equity funding, along with the extra funding received for COVID cleaning. Equity funding was used to support students in the classroom with extra Education Support staff as well as outside of the classroom with our Wellbeing Team being re-established with a newly employed Wellbeing Leader.

For more detailed information regarding our school please visit our website at
<https://www.lowanna.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 895 students were enrolled at this school in 2020, 456 female and 439 male.

2 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

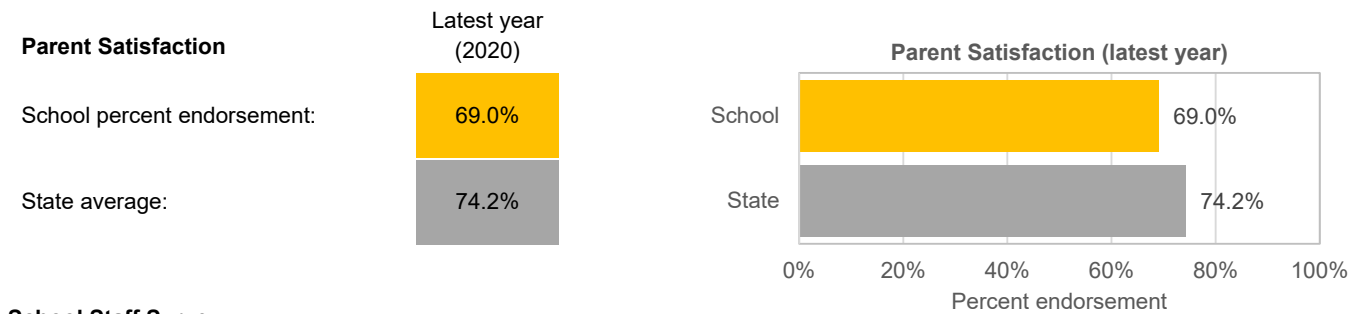
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

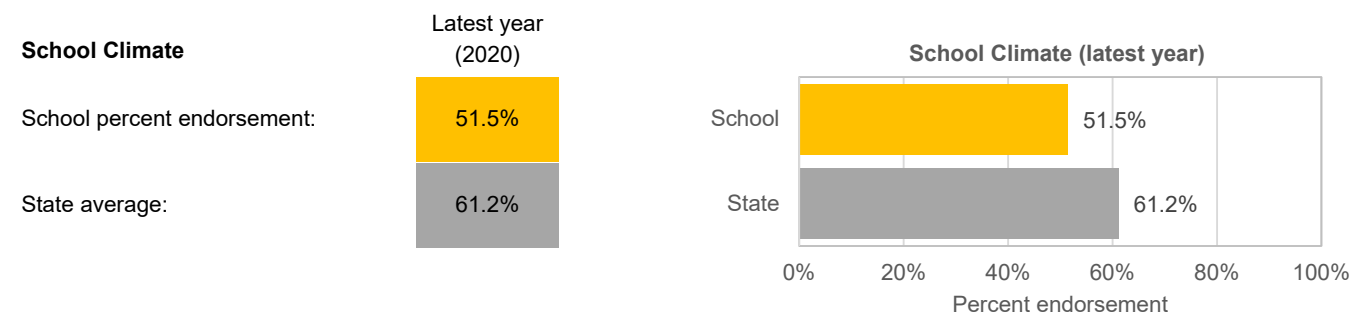


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

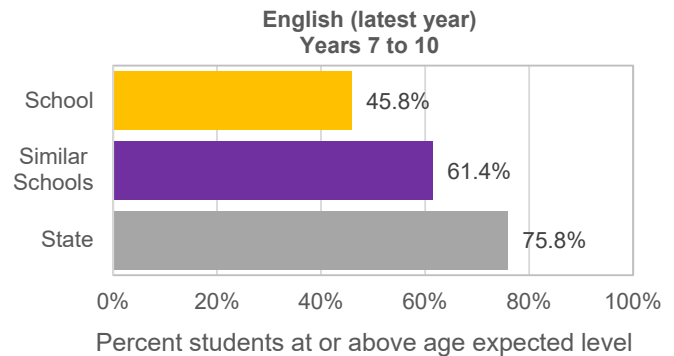
45.8%

Similar Schools average:

61.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

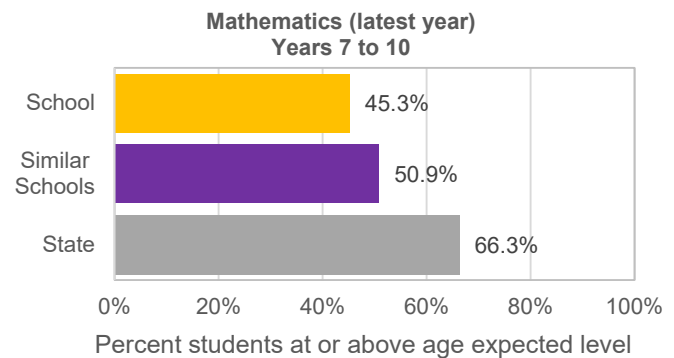
45.3%

Similar Schools average:

50.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

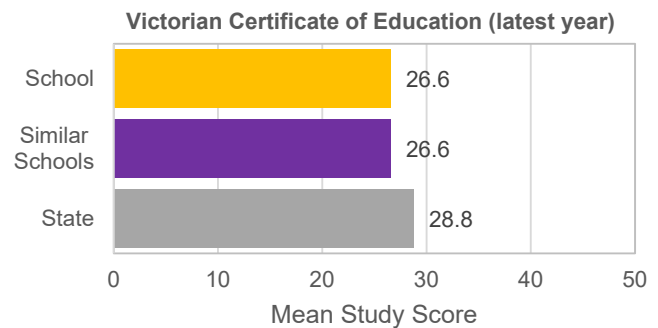
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	26.6	24.4
Similar Schools average:	26.6	26.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

53%

VET units of competence satisfactorily completed in 2020:

97%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

72%

ENGAGEMENT

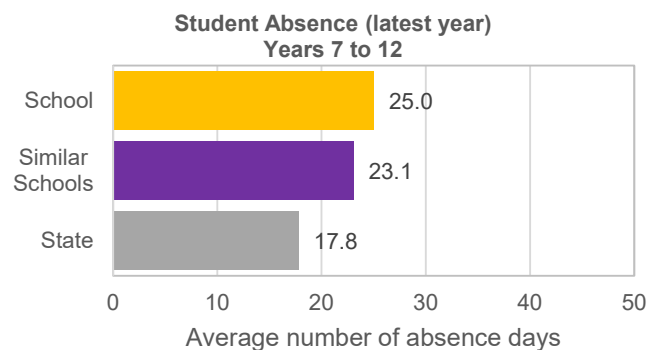
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	25.0	24.4
Similar Schools average:	23.1	23.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

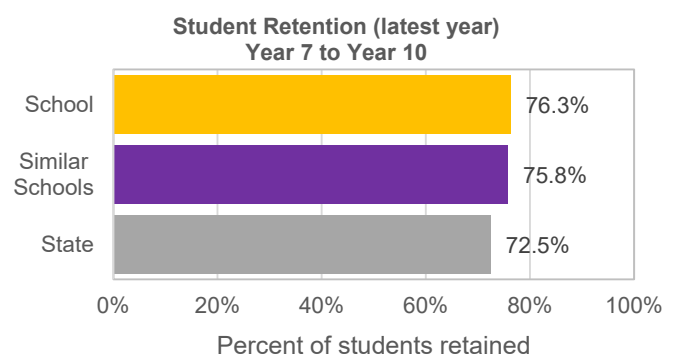
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	87%	87%	85%	86%	90%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	76.3%	76.5%
Similar Schools average:	75.8%	75.1%
State average:	72.5%	72.9%



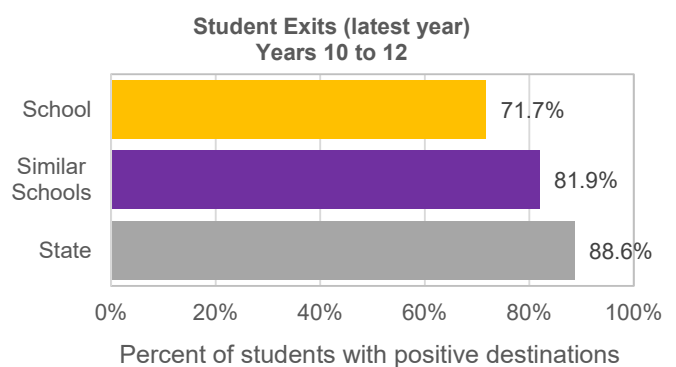
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	71.7%	76.3%
Similar Schools average:	81.9%	83.0%
State average:	88.6%	89.1%



WELLBEING

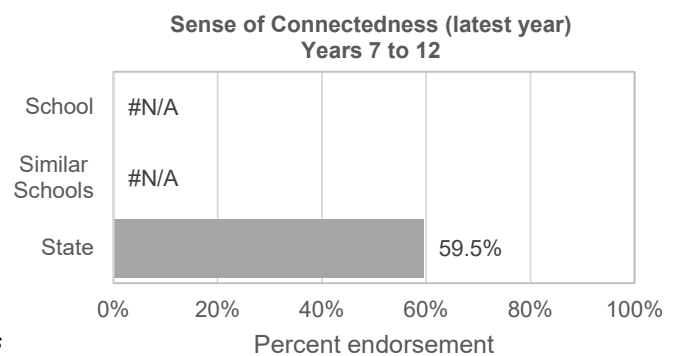
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	48.4%
Similar Schools average:	NDP	46.8%
State average:	59.5%	55.3%



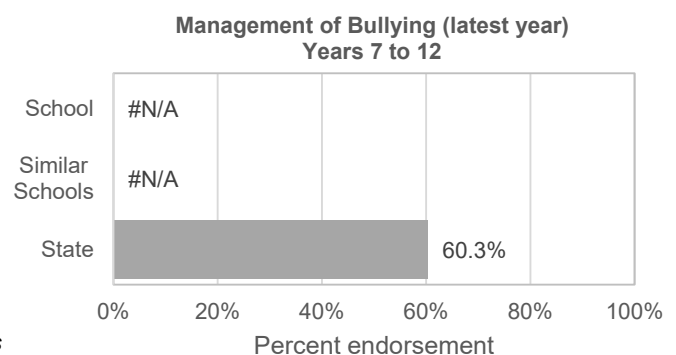
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	52.1%
Similar Schools average:	NDP	50.5%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$9,606,523
Government Provided DET Grants	\$2,390,620
Government Grants Commonwealth	\$9,725
Government Grants State	NDA
Revenue Other	\$153,293
Locally Raised Funds	\$446,015
Capital Grants	NDA
Total Operating Revenue	\$12,606,176

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,032,018
Equity (Catch Up)	\$120,995
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,153,013

Expenditure	Actual
Student Resource Package ²	\$9,529,218
Adjustments	NDA
Books & Publications	\$9,620
Camps/Excursions/Activities	\$45,348
Communication Costs	\$38,600
Consumables	\$219,530
Miscellaneous Expense ³	\$183,941
Professional Development	\$59,635
Equipment/Maintenance/Hire	\$450,569
Property Services	\$514,865
Salaries & Allowances ⁴	\$313,691
Support Services	\$267,940
Trading & Fundraising	\$29,998
Motor Vehicle Expenses	\$8,030
Travel & Subsistence	\$28,057
Utilities	\$125,704
Total Operating Expenditure	\$11,824,746
Net Operating Surplus/-Deficit	\$781,430
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,374,839
Official Account	\$134,954
Other Accounts	NDA
Total Funds Available	\$1,509,793

Financial Commitments	Actual
Operating Reserve	\$351,195
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$115,862
School Based Programs	\$262,612
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$25,992
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,125,661

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.