2017 Annual Report to the School Community

School Name: Oakwood School

School Number: 8337

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Oakwood School provides the opportunity for young people who have disengaged from school to reconnect with teachers and learning. Students who explore enrolment have a history of disengagement from school and have often been to multiple educational settings but are expected to show a commitment to change as part of the enrolment process. The primary focus for students is re-connecting with learning and building literacy, numeracy and personal development skills. The focus of the work at Oakwood School is described by the words Learning, respect and empowerment. The school has 56.6 quivalent full-time staff: 4 prinicpal class, 34.3 teachers and 18.3 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Oakwood School has been developed to engage Oakwood students in Literacy, Numeracy and Positive Behaviour learning, relating to their own interests. There has been significant progress in the implementation of a professional learning culture focussed ensuring that all staff use student achievement data to inform their teaching and lead improvement in student outcomes. A focus for 2017 was to empower staff to work together to ensure personalised learning and optimal student outcomes. Key Improvement Strategies were to strengthen the capacity of teachers to accurately determine the student's learning needs in order to provide targeted explicit teaching and further develop a broad range of community and work experiences along with appropriate supports to develop the student emotionally and academically for life beyond school.

Achievement

We are proud that our students are making good progress with their learning, although this progress is not necessarily reflected by the data in this report. All students receive intensive literacy and numeracy support with a focus on working with students to develop shared achievable strategies to repair their confidence and belief in their learning ability. Students apply themselves to learning in areas of personal interest and build the skills and confidence to meet new challenges. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Engagement

A key intitiative in 2017 was the development of an exemplar VCAL program run out of "Longbeach place community centre in Chelsea. This program which was taken over from Westall Secondary College provided the focus for an enhanced provsion of VET and training opportunities for Oakwood School students. Across Oakwood School, it is exciting to see that our students are extremely well connected to the school although consistent attendance is a hurdle for many of them. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings. Student voice is heard through positive relationships, goal-setting, decision-making and our student led reporting conferences.

Wellbeing

We have provided effective and holistic case management for students and extensive professional learning for all staff on trauma informed practice and personalised learning. Targeted professional learning for staff has been conducted on managing the mental health needs of young people. Students are supported and guided to make positive lifestyle choices. The school provides case management based on the learning and behavioural needs of the young person. Partnerships with agencies provide holistic support and services as required. Significant intitiatives for 2017 included the establishment of the Doctor in Schools program at the Noble Park campus, a partnership with Headspace to provide psychologists to support students and school wide implementation of Safe Minds and Respectful Relationships training and resources.

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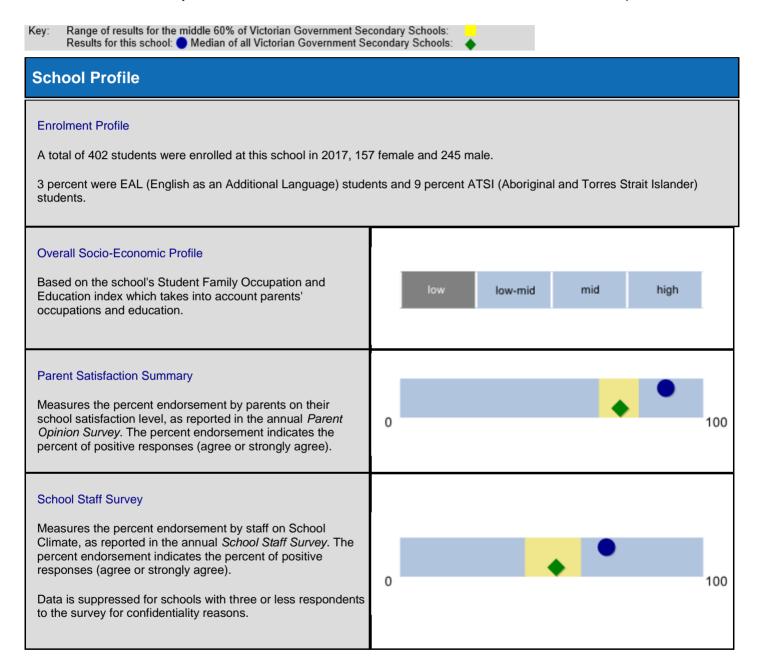
Performance Summary

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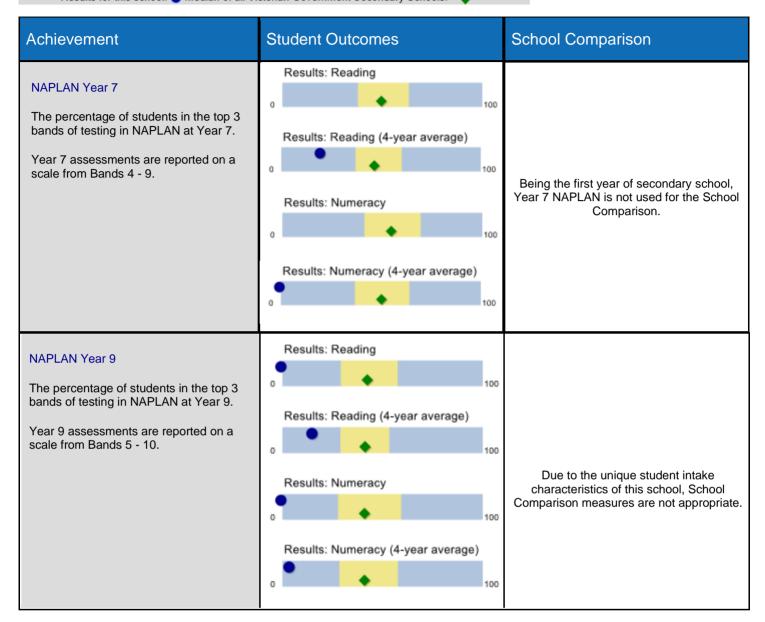
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 402 students were enrolled at this school in 2017, 157 female and 245 male.

3 percent were EAL (English as an Additional Language) students and 9 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.

| low | low-mid | mid | high |

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).

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

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢ (yellow)
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ (green)

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** 50 % Low — 50 % Medium **Numeracy** 75 % Low — 25 % Medium **Writing** 33 % Low — 67 % Medium **Spelling** 67 % Low — 33 % Medium **Grammar and Punctuation** 33 % Low — 67 % Medium	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2017 (scale 0 – 50, green diamond) Results: 2014 - 2017 (4-year average) (scale 0 – 50, blue circle and green diamond)	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Students in 2017 who satisfactorily completed their VCE: 100%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 53%
VET units of competence satisfactorily completed in 2017: 59%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 47%

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
91 %	81 %	68 %	79 %	78 %	83 %

Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Student Retention

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

Results: 2017

Results: 2014 - 2017 (4-year average)

Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Exit Destinations

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

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2017

Results: 2014 - 2017 (4-year average)

Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

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
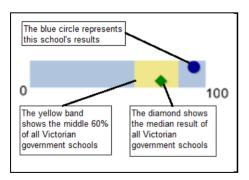   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).
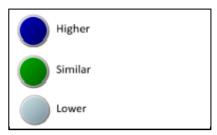

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$6,096,261
Government Provided DET Grants	$1,243,235
Government Grants Commonwealth	$20,000
Government Grants State	$23,704
Revenue Other	$67,855
Locally Raised Funds	$46,514
Total Operating Revenue	**$7,497,569**

Equity¹	
Equity (Social Disadvantage)	$1,283,973
Equity (Catch Up)	$54,824
Equity Total	**$1,338,797**

Expenditure	
Student Resource Package²	$5,314,867
Books & Publications	$419
Communication Costs	$41,895
Consumables	$122,098
Miscellaneous Expense³	$920,146
Professional Development	$41,657
Property and Equipment Services	$466,541
Salaries & Allowances⁴	$78,438
Trading & Fundraising	$4,060
Travel & Subsistence	$12,907
Utilities	$32,698
Total Operating Expenditure	**$7,035,726**
Net Operating Surplus/-Deficit	**$461,844**
Asset Acquisitions	**$32,835**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$120,202
Official Account	$206,315
Other Accounts	$1,110,220
Total Funds Available	**$1,436,737**

Financial Commitments	
Operating Reserve	$278,171
Asset/Equipment Replacement < 12 months	$195,000
Maintenance - Buildings/Grounds incl SMS<12 months	$90,000
School Based Programs	$396,288
Other recurrent expenditure	$477,277
Total Financial Commitments	**$1,436,737**

(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 05 March 2018 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.

Financial Performance and position commentary

Oakwood School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. Extra resources were committed to enable small class sizes, individual learning support, a teaching and learning coach and student wellbeing support at all Oakwood School locations. We have a net operating surplus of $461,844 which will be carried over into the 2018 school year.

Careful management of the Student Resource Package and Investments ensures we have the resources to meet our 3 year lease payments on the two building in Frankston and our presence at the Flexible Learning sites in Pakenham, Rosebud, Hastings, Mornington and our new site in Chelsea.

Almost nine hundred thousand dollars was paid to external providers for Oakwood School students enrolled in courses with external educational facilities/providers. Our Animal Studies Program continued to grow with classes at Noble Park, Frankston, Caulfield and Chelsea where VCAL students are also enrolled in a Cert 3 in Animal Studies with GoTAFE in Gippsland to complement the hands on experience provided by the dog training program. Students from Pakenham travelled to Noble Park to take part in the classes running at the Noble Park campus. Students continue to achieve great success in this program that also provides great educational pathways and employment opportunities for them.

The Caulfield Park campus received Commonwealth and State Government Grants to fund our Chaplaincy and Advance programs.

We continue to ensure we have funds to enable the future expansion of Oakwood School and its programs and to investigate innovative and interesting ways to deliver quality educational experiences to our student cohort.