2020 Annual Report to The School Community

THE EDUCATION STATE

School Name: Oakwood School (8337)

Oakwood School
Learning · Respect · Empowerment

- 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 15 March 2021 at 02:28 PM by David Roycroft (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 March 2021 at 02:17 PM by Andrew Simmons (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

Oakwood School enrols secondary school aged students who have disengaged from school.

We aim to re-introduce students to learning to the extent that they are able to be successful and to empower students to develop a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practices.

The school provides a safe, supportive, friendly and orderly learning environment that values Learning, Respect and Empowerment. These values provide us with a framework for the way we achieve our vision.

The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education.

The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning-

Oakwood student enrolment and induction processes are designed to promote a safe and supportive learning environment and to ensure that staff and students are aware of our expectations and their responsibilities.

Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at student led conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

In 2020 Oakwood School has 420 students enrolled across campuses in Caulfield North, Noble Park North and Frankston and in community venues in Hastings, Capel Sound, Pakenham and Mornington. Oakwood School also runs a satellite VCAL program at Longbeach Place in Chelsea. The school's SFOE is 0.6024. The school staffing profile is made up of 47.4 equivalent full-time staff: 4 principal class, 25.69 teachers and 15.72 Education Support staff with none of Aboriginal and Torres Strait Islander heritage.

Framework for Improving Student Outcomes (FISO)

In 2020, the school's Annual Implementation Plan focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment and Empowering Students and Building School Pride.

This included:
• building teacher capacity to maximise the impact of the Oakwood Instructional Model.
• Implementing a new reading assessment grid and reading cycle.
• Establishing a School Improvement team for Student Voice and Agency.

Highlights for the year included the development of new Oakwood Reading grids relating the Fountas and Pennell

resources and the Victorian Curriculum, implementation of an independent reading program including Reader's Notebook and the facilitation of regular professional learning and writing moderation opportunities by video conferencing to include staff from all campuses.

Achievement

In 2020 the school continued work on its strategic plan goal to maximise learning growth for all students in Literacy and Numeracy.

The majority of students responded well during the extended periods of remote learning which is a testimony to the strong relationship between staff, students and families and the degree of trust and confidence that students have in their teachers.

Teachers were in daily contact with students, developing their learning maps, setting learning tasks and supporting students to engage in their learning with a combination of one note, phone calls, emails and hard copy delivery of learning materials.

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 an emphasis on repairing 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 students funded under the Program for Students with a Disability program showed progress at satisfactory or above in achieving their individual goals.

Engagement

Across Oakwood School, it is exciting to see that our students are extremely well connected to the school and although consistent attendance is a hurdle for many of them, many thrived in the remote learning environment. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings.

In 2020 a Key Improvement Strategy was developing student agency to explore positive pathways, which is related to the FISO dimension Empowering Students and Building School Pride. A cross campus School Improvement Team was established and participated professional in learning activities with the Greater Dandenong Network however, due to the COVID restrictions, the professional learning planned for all staff with this KIS was deferred until 2021.

Additionally, exciting progress was made with Western Port Secondary College and Rosebud Primary School in supporting their staff to develop expertise and processes to better engage their disengaged and disengaging students. This work was supported by philanthropic support from the Mornington Peninsula Foundation and funding from School Focussed Youth Services.

Student voice is heard through positive relationships, goal-setting, decision-making and our student led reporting conferences.

Wellbeing

Student wellbeing continues to be a focus. During remote learning students presented with more mental health challenges, such as depression and anxiety which was no doubt exacerbated by the isolation of remote learning. During remote learning we conducted many online Student Support Group meetings, Care Team Meetings and First meetings with students continuing to present with complex mental health presentations.

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 initiatives have included the consolidation and growing success of the Doctor in Schools program at the Noble Park campus and the expansion of the partnership with Headspace to provide psychologists to support students at four of our sites and the continued implementation of the Dogs In Schools program.

Financial performance and position

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. Due to Covid 19 we did not expend our budget as expected. Our staffing profile is resourced to enable small class sizes, individual learning support, teaching and learning specialists and $140,000 was allocated to our MOU with Headspace to provide mental health services at all Oakwood School locations. A net operating surplus of $1,137,872 will be carried over into the 2021 school year. This will be used to fund new computers to replace those given to students for remote learning, roof repairs at our Noble Park site, a new school bus, careers counsellors at each site, and opportunities for our students to participate in courses and qualifications to increase their options and chances of success for future training and employment.

Careful management of the Student Resource Package and our equity funding ensures we have the resources to meet our three year lease payments on the two building in Frankston and our presence at the community sites in Pakenham, Rosebud, Hastings, Mornington and Chelsea. These sites provide the opportunity to re-engage disengaged and disadvantaged students with learning and our equity funding ensures we have the funds to meet the costs associated with our lease/license agreements and the staff to deliver our programs.

In excess of $500,000 (half of the previous year due to Covid-19) was paid to external providers for Oakwood School students enrolled in courses with external educational facilities/providers. Our Animal Studies Program operated at a drastically reduced capacity due to Covid-19 but continued at Chelsea (when students were allowed on site). Students continue to achieve great success in this program and we hope that we will be able to operate at full capacity in 2021 as it also provides great educational pathways and employment opportunities for them.

Oakwood School received Commonwealth and State Government Grants to fund the Chaplaincy and Advance programs at the Oakwood School, Caulfield Park campus and the Doctors in Schools program in Noble Park.

**For more detailed information regarding our school please visit our website at
www.oakwoodschool.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 461 students were enrolled at this school in 2020, 222 female and 239 male.

4 percent of students had English as an additional language and 7 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.
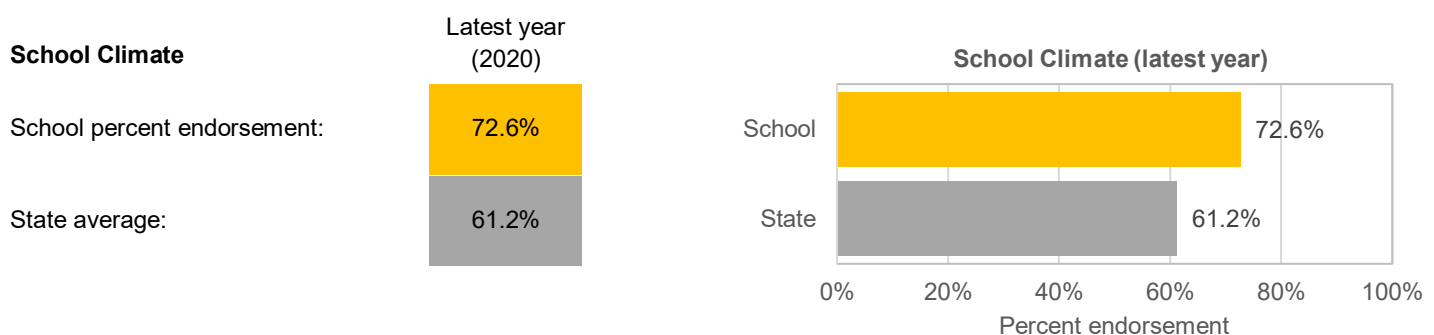
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	74.2%

Parent Satisfaction (latest year)
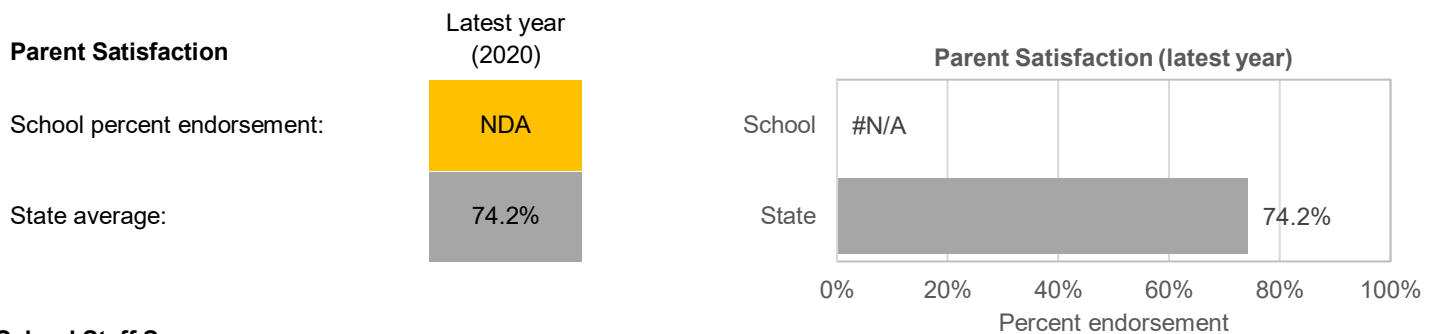
School: #N/A
State: 74.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	72.6%
State average:	61.2%

School Climate (latest year)

School: 72.6%
State: 61.2%

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)

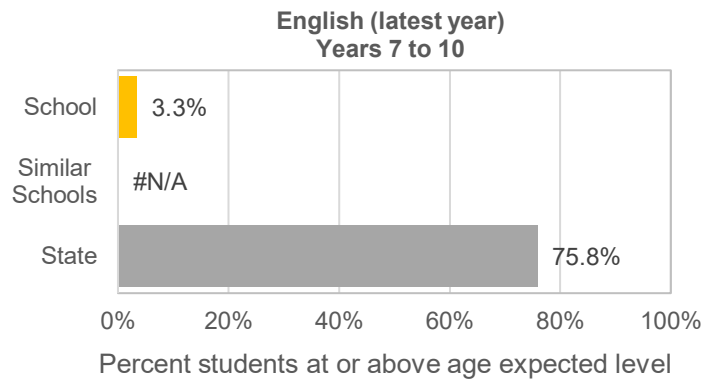School percent of students at or above age expected standards:

| 3.3% |

Similar Schools average:

| NDA |

State average:

| 75.8% |

**English (latest year)
Years 7 to 10**

School   3.3%

Similar
Schools   #N/A

State   75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

**Mathematics
Years 7 to 10**

Latest year
(2020)

School percent of students at or above age expected standards:

| 3.6% |

Similar Schools average:

| NDA |

State average:

| 66.3% |

**Mathematics (latest year)
Years 7 to 10**

School   3.6%

Similar
Schools   #N/A

State   66.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
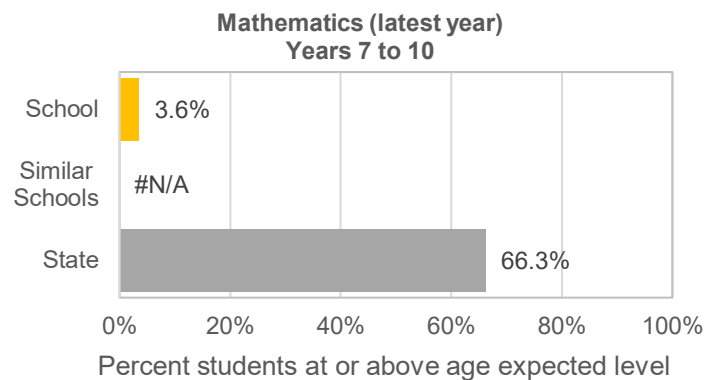
NAPLAN

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	NDA	NDP
Similar Schools average:	NDA	NDA
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	#N/A
Similar Schools	#N/A
State	28.8
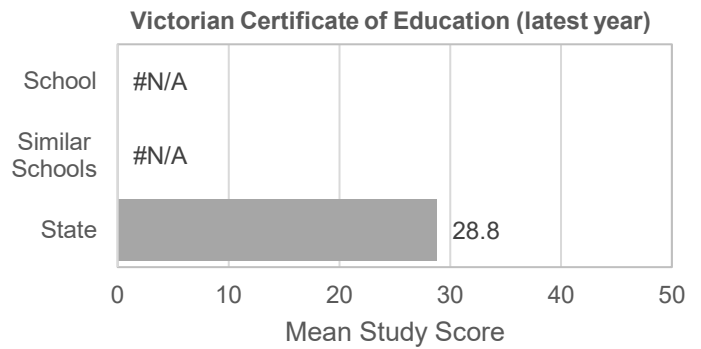
|	
Students in 2020 who satisfactorily completed their VCE:	NDA
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	48%
VET units of competence satisfactorily completed in 2020:	40%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	42%

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:	23.0	37.7
Similar Schools average:	NDA	NDA
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	23.0
Similar Schools	#N/A
State	17.8
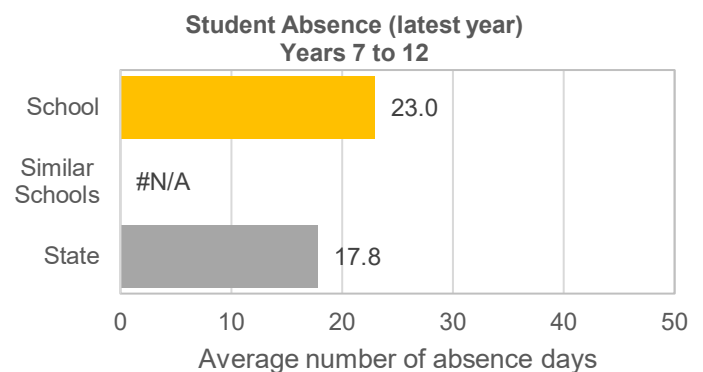
ENGAGEMENT (continued)

Attendance Rate (latest year)

Attendance Rate by year level (2020):	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	87%	90%	88%	89%	88%	86%

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:	NDA	44.4%
Similar Schools average:	NDA	NDA
State average:	72.5%	72.9%

**Student Retention (latest year)
Year 7 to Year 10**

School	#N/A
Similar Schools	#N/A
State	72.5%

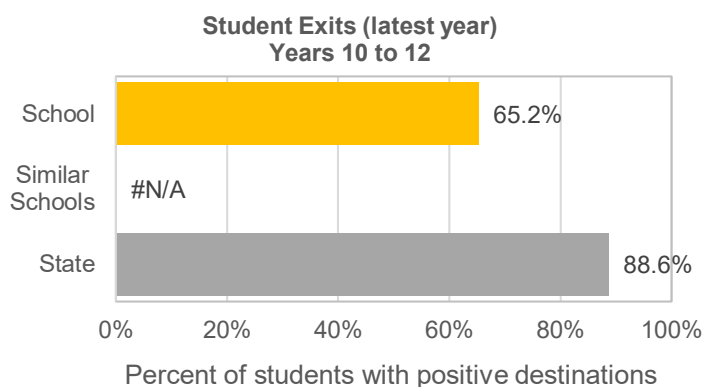0% 20% 40% 60% 80% 100%

Percent of students retained
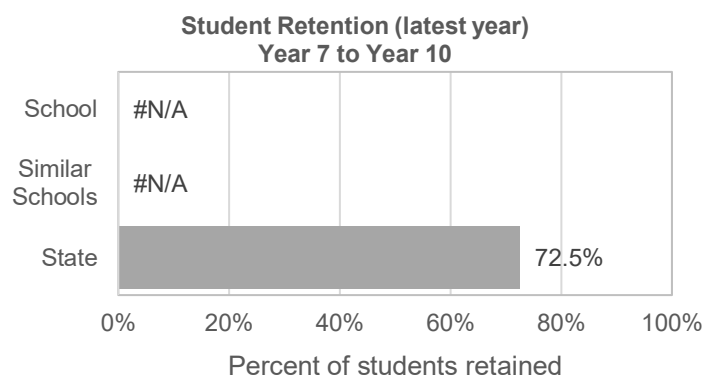
Students exiting to further studies or full-time employment

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:	65.2%	72.5%
Similar Schools average:	NDA	NDA
State average:	88.6%	89.1%

**Student Exits (latest year)
Years 10 to 12**

School	65.2%
Similar Schools	#N/A
State	88.6%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations

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	70.0%
Similar Schools average:	NDA	NDA
State average:	59.5%	55.3%
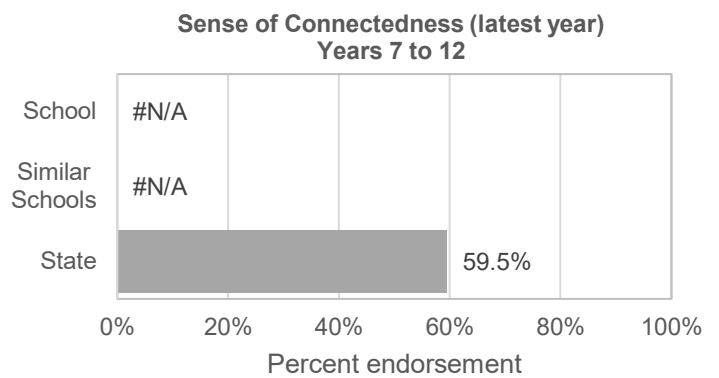
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School: #N/A
Similar Schools: #N/A
State: 59.5%

Percent endorsement

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	78.4%
Similar Schools average:	NDA	NDA
State average:	60.3%	57.9%
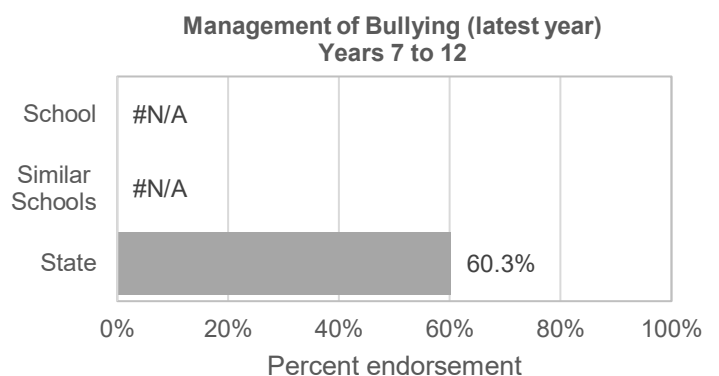
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School: #N/A
Similar Schools: #N/A
State: 60.3%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,735,662
Government Provided DET Grants	$1,745,270
Government Grants Commonwealth	NDA
Government Grants State	$9,725
Revenue Other	$14,375
Locally Raised Funds	$9,313
Capital Grants	NDA
Total Operating Revenue	**$8,514,345**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,094,909
Equity (Catch Up)	$57,011
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$1,151,920**

Expenditure	Actual
Student Resource Package [2]	$5,734,289
Adjustments	NDA
Books & Publications	$4,499
Camps/Excursions/Activities	$2,617
Communication Costs	$50,086
Consumables	$116,563
Miscellaneous Expense [3]	$117,534
Professional Development	$20,986
Equipment/Maintenance/Hire	$395,859
Property Services	$102,269
Salaries & Allowances [4]	$40,683
Support Services	$746,101
Trading & Fundraising	$1,974
Motor Vehicle Expenses	$6,637
Travel & Subsistence	NDA
Utilities	$36,376
Total Operating Expenditure	**$7,376,473**
Net Operating Surplus/-Deficit	**$1,137,872**
Asset Acquisitions	**NDA**

(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	$967,288
Official Account	$38,422
Other Accounts	NDA
Total Funds Available	**$1,005,710**

Financial Commitments	Actual
Operating Reserve	$263,589
Other Recurrent Expenditure	$6,010
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$449,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$160,000
Capital - Buildings/Grounds < 12 months	$60,000
Maintenance - Buildings/Grounds < 12 months	$67,111
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,005,710**

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.