

2022 Annual Report to the School Community

School Name: Hallam Secondary College (8868)



- 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 of the previous calendar year 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 30 March 2023 at 06:58 PM by Simon Sherlock (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 11:48 AM by Candiann King (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Hallam Secondary College (HSC) is located in the suburb of Hallam on the lands of the Bunerong people and learning communities have flourished on this land for more than 30,000 years.

Founded in 1971 as Hallam High School, HSC builds on a proud tradition.

In 1995 Hallam High School became part of the multi-campus Eumemmering Secondary College with campuses in Hallam, Endeavour Hill and Fountain Gate. In 2009 Hallam became a separate Senior School and major provider of vocational education in the Casey LGA but retained strong curricular links through an Alliance with Fountain Gate Secondary College and Gleneagles Secondary College.

In 2021, following an extensive consultation process, the then Minister of Education James Merlino made the decision to create a new Hallam 7-12 neighbourhood school.

Over the next 3 years;

- Hallam Senior Secondary College will be reorganised and expanded to cater for growing demand in Melbourne's south-east and give families certainty they will have a quality local school for their entire secondary schooling journey.
- The school will progressively move from a Year 10-12 to a Year 7-12 school from Term One 2023, allowing it to increase enrolments.
- Renaming and rebranding of the school as it takes on a Year 7-9 cohort, with neighbouring secondary school zones adjusted to accommodate the new student intakes
- The school's current strengths at senior level in vocational education and its Sports Academy to be supplemented by a broader offering of VCE subjects for its growing student cohort.
- Partnerships with Timbarra P-9 and Doveton P-9 College will be maintained, to deliver clear pathways into Hallam for the senior secondary years

Our Vision and Values provide the foundations on which the new College is built.

Vision

Hallam Secondary College's vision is to create a school that is:

a true learning community

safe, calm, and a happy environment

a place that students wish to attend, staff want to work and parents feel welcome

fulfilling student potential, and

preparing students for life beyond school

Values

Through our Values (**Achievement**, **Care** and **Equity**) we will ensure every student learns and achieves, to equip them with the knowledge, skills and dispositions for lifelong learning and be ready to take their place as positive contributors to their local and global community.

Achievement

- We encourage aspiration, challenge and excellence
- We Identify and nurture potential
- We are committed to delivering the highest standards
- We recognise and reward success

Care

- We respect ourselves, each other, and the environment
- We build positive and supportive relationships
- We act with integrity, compassion, and humility
- We have the confidence to make a difference

Equity

- We remove barriers to learning
- We appreciate and embrace different backgrounds, cultures, and identities
- We engender a spirit of community and co-operation

- We want the best for everyone

In 2022 much was achieved to meet this brief. In 2023 we open with our first Year 7 cohort, a new strategic direction and a new name.

We start 2023 with 475 students enrolled across four year levels. As we are currently below our intended capacity of 1100, we will continue to enrol students from out of our zone. However, our projections suggest that student enrolments will grow significantly as we bring on the additional junior cohorts in 2024 and 2025.

Ours is a culturally and ethnically diverse community with strong representation from Pasifika countries. Approximately 20% of our students qualify as EAL. Some 3% of our student cohort identify as Aboriginal or Torres Strait Islander. As a College we celebrate the richness that diversity brings to a community and our educational programs give voice to the different experiences of our families.

Our community is more educationally and economically disadvantaged than many and approximately 50% of our students attract equity funding in order to support the Victorian Education State goals. Our commitment to **Equity** ensures that our work is focused on maximising outcomes for students and breaking the link between disadvantage and outcomes. *Disadvantage will never be an excuse for underperformance.*

Approximately 10% of our students have been identified as having a disability. Our multi-tiered response to student needs ensures that student needs are met through Quality Differentiated Teaching Practice and, Supplementary or Substantial adjustments.

We have a staff of 70 comprising 22 Education Support staff and 48 Teachers.

Our medium size means we are able to work closely with students, colleagues and families and retain the sense of 'human scale'. In Term 3 2022 the College had its School Review and a new four year Strategic School Plan was developed with an emphasis on high academic achievement.

The College has also been promised a \$24.2 million investment toward new buildings catering for the new Junior Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the College made significant progress against its learning targets and in terms of preparation for the implementation of the Senior School Reforms and the arrival of Year students in 2023.

The VCE median score increased from 23 to 25. A median score of 25 is the best result the College has had in 10 years.

In the final year of the VCAL course completion rates were up significantly showing a 25% increase.

Outcomes for Year 10 English were assessed by teachers to be slightly above that for similar schools, while Year 10 Mathematics outcomes were slightly below that for similar schools.

During 2022 the College our Instructional Model was developed to place more emphasis on Inclusive Classroom Strategies and this was implemented in all classes.

In response to the Senior Pathways Reforms our Year 10 to 12 Program was re-designed to ensure students have access to the full range of the Victorian Curriculum and Senior Pathways Certificates.

A new Junior curriculum Program was developed in anticipation of the arrival of Years 7 - 9 over the next three years. The new Program is evidence-based and places a strong emphasis on Core Foundations (Literacy, Numeracy and Health) and Transformative Competencies (Humanities, Science, Arts and Technologies).

From 2023 Responsive Teaching will be our signature pedagogical model building on our current practice and drawing on the recent findings from neuroscience.

Wellbeing

In 2022 the College continued to make wellbeing a priority.

Levels of student connectedness were significantly above that of similar schools or the State.

Students also felt that management of bullying was significantly better than at similar schools or the State.

Our Rights, Responsibilities and Respectful relationships (RRRR) Program continued to be delivered to all students.

Our trauma-informed practices ensured students were Ready to Learn and supports put in place when students were unable to learn.

Our Wellbeing Centre continues to be well-resourced with a Social Worker, Mental Health Practitioner, Youth Worker, Secondary School Nurse and Doctor in Schools Program.

Child Safe practices were reviewed and further strengthened in 2022 and meet or exceed minimum Child Safe Standards.

In 2023 further emphasis is being placed on student wellbeing through the Berry Street Education Model, delivery of RRRR and additional curriculum time being devoted to student health and wellbeing.

Engagement

In 2022 the College continued to benefit from a positive climate for learning. Implementation of the Berry Street Education Model has continued and we consider these practices to be central to ensuring our school community is a safe and nurturing one. Students continues to report high levels of satisfaction in terms of Stimulated learning, Differentiated learning challenge and Student voice and agency.

The Berry Street Education Model will continue to be our 'flagship' program to engage students and ensure students needs are met. In 2022 student attendance continued to be an area of concern with many students struggling to make a consistent return to on-site learning following the COVID lockdowns.

Attendance is now a strategic goal and a major priority in 2023.

Structural changes have been made to the timetable and this is already have a significant positive impact on attendance.

The College's Vision and Values have been re-worked and these will underpin all our engagement work with students.

Daily Home Group has been introduced for 2023 and will ensure every student has an adult advocate in the school community and support delivery of the wellbeing program.

New processes, strong community messaging and additional resourcing will enable us to improve student attendance over the medium to long term.

Financial performance

As the College transitions into a 7 to 12 school we have been able to retain a strong financial position. The 2021 cash surplus enabled us to fund the development of the Year 7 learning spaces with new furniture and lockers, digital technologies to support teaching and learning and, refurbished classrooms. Cash reserves carried into 2023 will support the development of the Year 8 spaces. Further improvements were also made to the outdoors areas including shaded passive play/learning spaces and outdoor seating for students. Significant investment was made in library resources to meet the needs of younger students.

Equity funding continued to support our Wellbeing, Engagement and Intervention Programs. Our calm, orderly and secure learning environment is due in many ways to the ongoing funding of the Berry Street Education Model and the practices that flow from it.

The College hires out facilities to a number of community organizations and this revenue has offset the low level of fee payment.

The College is a Registered Training Organization and the auspicing of learning products and delivery of VET in general continue to be a major factor in enabling the College to provide quality programs.

Once again in 2022 the College received 'Advance' funding from the Victorian Government. The Advance fund was used to support community engagement through the VCAL Program.

For more detailed information regarding our school please visit our website at

<http://www.hallamssc.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 2.0 (FISO 2.0).

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 468 students were enrolled at this school in 2022, 193 female and 275 male.

19 percent of students had English as an additional language and 3 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).

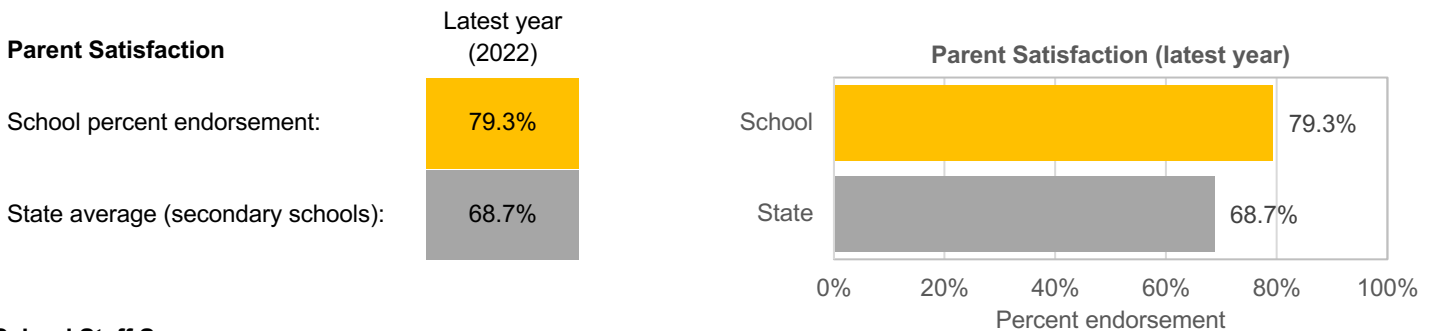
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

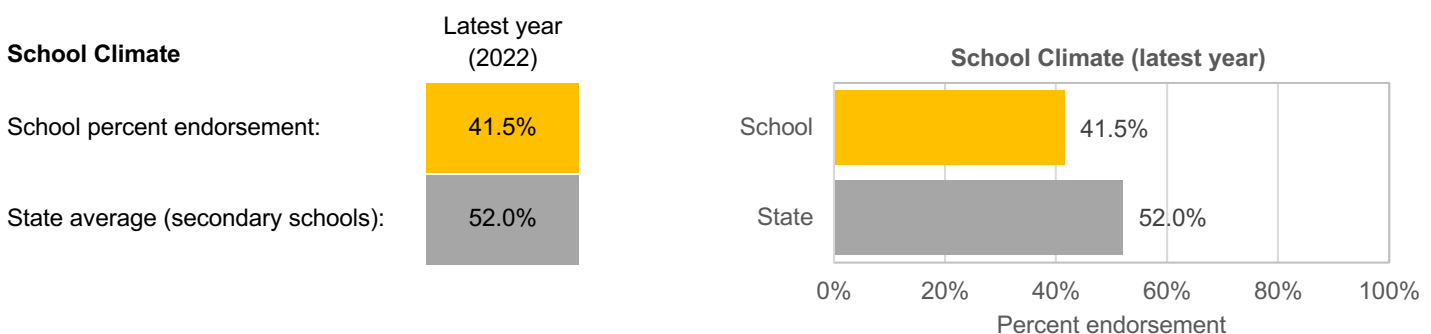


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

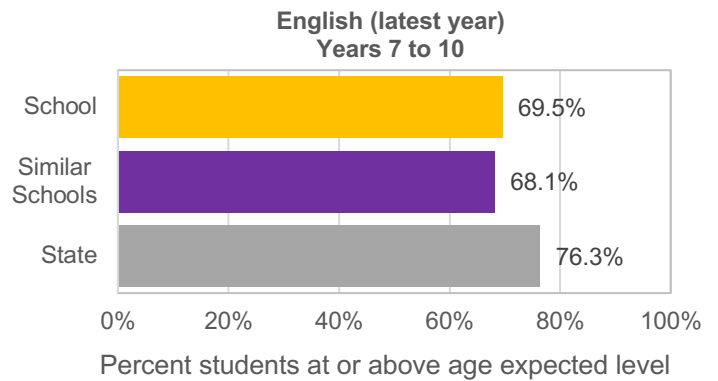
69.5%

Similar Schools average:

68.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

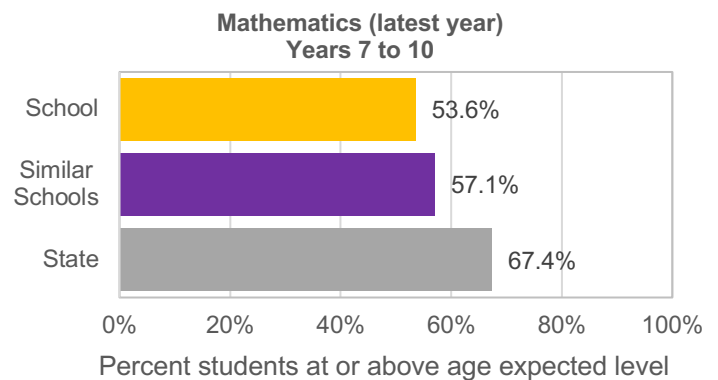
53.6%

Similar Schools average:

57.1%

State average:

67.4%



LEARNING (continued)

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.

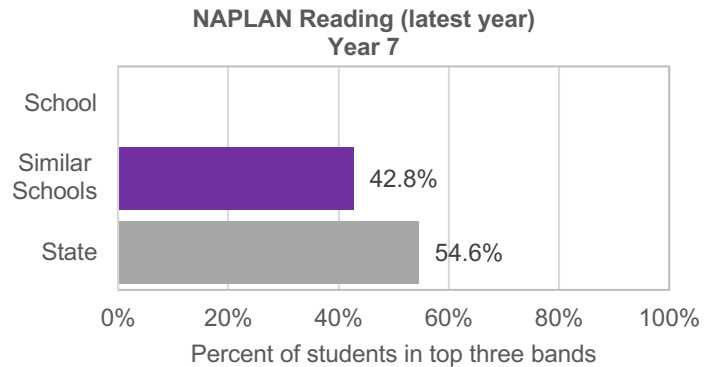
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

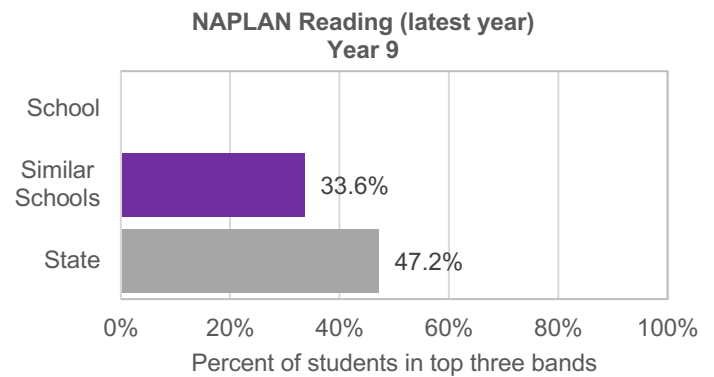
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	42.8%	43.8%
State average:	54.6%	55.3%



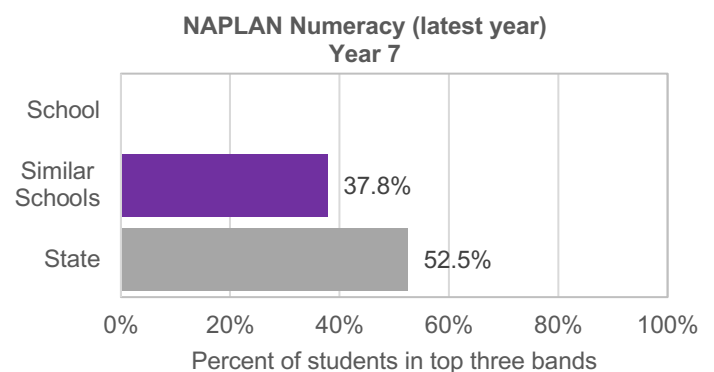
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	33.6%	33.7%
State average:	47.2%	46.0%



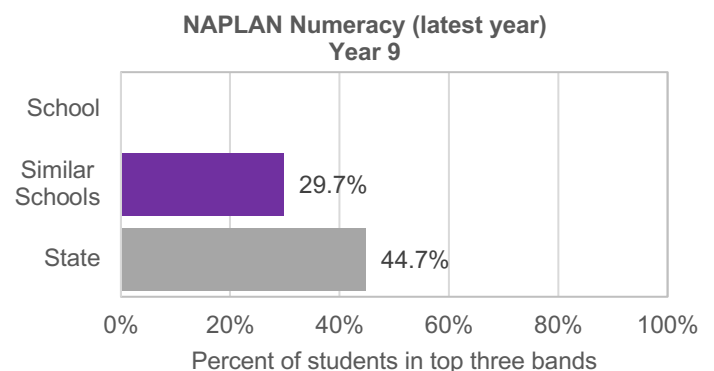
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	37.8%	40.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	29.7%	31.0%
State average:	44.7%	45.6%



LEARNING (continued)

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.*

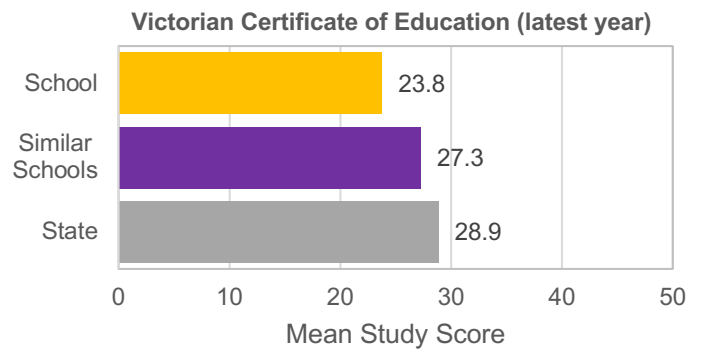
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	23.8	23.0
Similar Schools average:	27.3	27.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

85%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

88%

VET units of competence satisfactorily completed in 2022:

51%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

75%

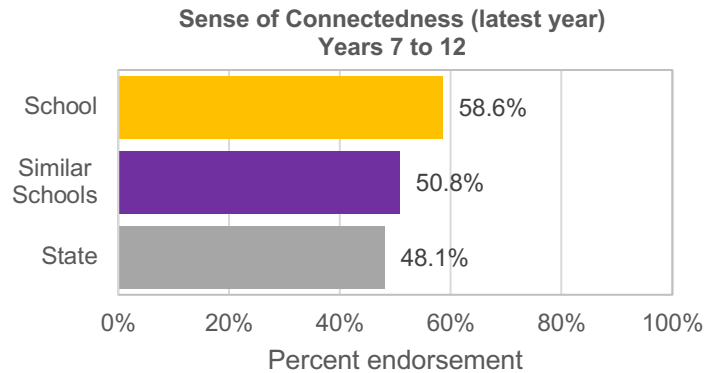
WELLBEING

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).

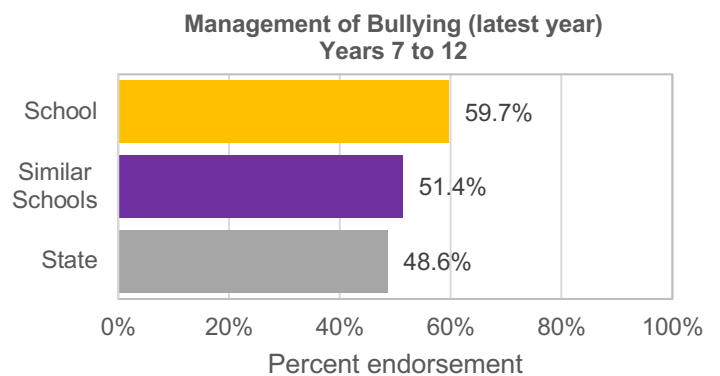
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	58.6%	54.5%
Similar Schools average:	50.8%	54.8%
State average:	48.1%	52.5%



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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	59.7%	54.5%
Similar Schools average:	51.4%	55.8%
State average:	48.6%	54.0%



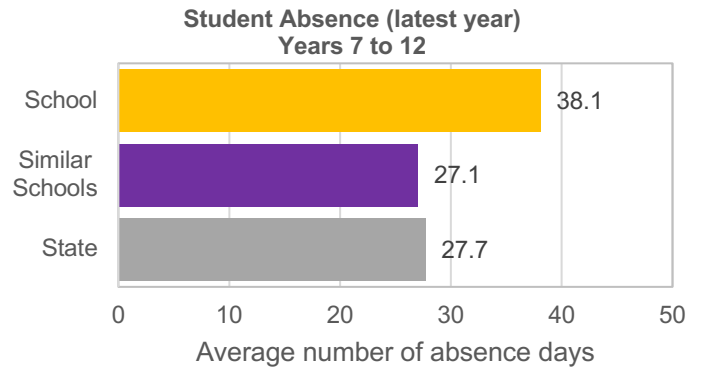
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	38.1	31.9
Similar Schools average:	27.1	21.9
State average:	27.7	21.8



Attendance Rate (latest year)

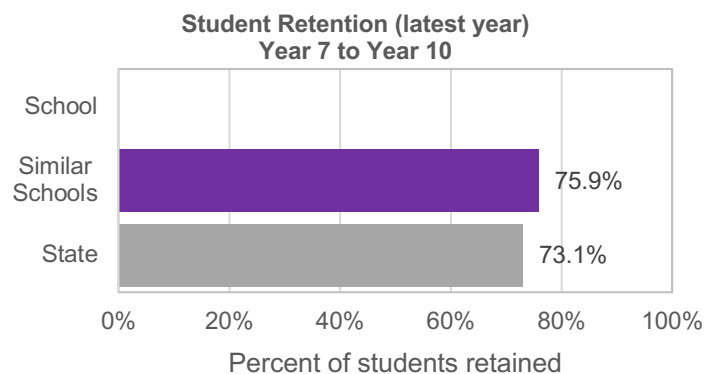
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	82%	82%	78%

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 (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	75.9%	75.5%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.

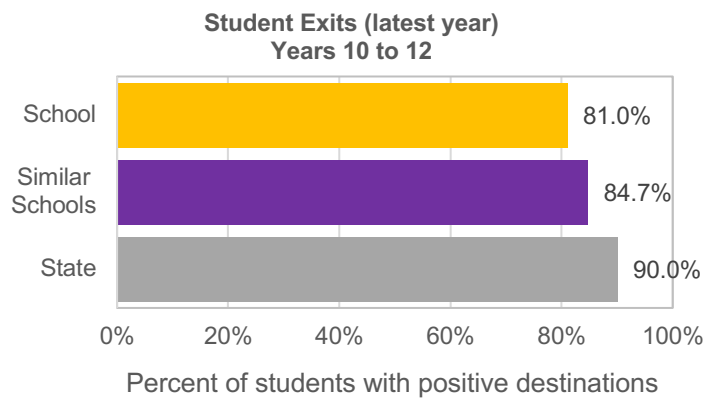
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	81.0%	78.5%
Similar Schools average:	84.7%	82.5%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,288,638
Government Provided DET Grants	\$1,675,438
Government Grants Commonwealth	\$18,457
Government Grants State	\$19,680
Revenue Other	\$71,219
Locally Raised Funds	\$1,065,336
Capital Grants	\$0
Total Operating Revenue	\$10,138,768

Equity ¹	Actual
Equity (Social Disadvantage)	\$887,340
Equity (Catch Up)	\$71,505
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$958,845

Expenditure	Actual
Student Resource Package ²	\$7,848,052
Adjustments	\$0
Books & Publications	\$16,022
Camps/Excursions/Activities	\$155,368
Communication Costs	\$34,347
Consumables	\$422,877
Miscellaneous Expense ³	\$87,974
Professional Development	\$71,957
Equipment/Maintenance/Hire	\$499,967
Property Services	\$144,620
Salaries & Allowances ⁴	\$381,259
Support Services	\$101,431
Trading & Fundraising	\$101,192
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,663
Utilities	\$127,055
Total Operating Expenditure	\$9,996,785
Net Operating Surplus/-Deficit	\$141,983
Asset Acquisitions	\$72,916

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,967,116
Official Account	\$123,585
Other Accounts	\$0
Total Funds Available	\$3,090,701

Financial Commitments	Actual
Operating Reserve	\$338,931
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$338,931

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.