

Sunbury College
8350

2008 Annual Report to the
School Community

SUNBURY
COLLEGE



School Overview

Sunbury College is located 35km from the city on the northern edge of Melbourne's north-west growth corridor. Sunbury itself continues to experience strong growth and this has been reflected in the College's student enrolment which continued to increase in 2008. However, in 2009 enrolments have dropped slightly; indicating that this growth may be steady.

An extensive curriculum is offered from years 7-12, including VCAL and VET options. The College is organised around three sub-schools (Junior years 7-8, Middle 9-10 and Senior 11-12). A 'Learning Common' consisting of open learning spaces has been constructed and was completed in March 2008 and changes to teaching practice have been introduced, including team teaching, inquiry learning, cooperative learning and further use of ICT in the classroom.

2009 will see the introduction of the Year 7 Learning Program (LP7). The main goal of the LP7 program is to improve student engagement and improving the transition process, through connectedness strategies and improved teaching strategies.

The College has a well established co-curricular program with high interest and success in sport, with several state finalists in 2008 in a wide range of fields in athletics, swimming and team sports. The Arts are also well represented at the College with a strong music and drama profile. In 2008 the major College production was 'Get Smart' and in addition to this, further smaller productions were run at Junior levels with positive feedback.

Sunbury College is set on 8 hectares and has excellent and improving facilities. Having completed the 'Learning Common', the College continues to improve classrooms incorporating the latest ICT technologies and building on computer facilities. Improvement to the grounds has also been undertaken. The connection to recycled water continues to provide greener spaces for sport and recreation; while general landscaping has been undertaken providing students with garden seating areas and more a more pleasant school environment.

In 2006, the College formulated its Strategic Plan in which it outlined its goals and strategies for 2006-2009. During the four years Sunbury College will endeavour to achieve the following goals:

Student Learning:

- To improve VCE results in all studies
- To improve student achievement Years 7 – 10 against English and Mathematics standards in VELS at all levels

Student Pathways and Transitions:

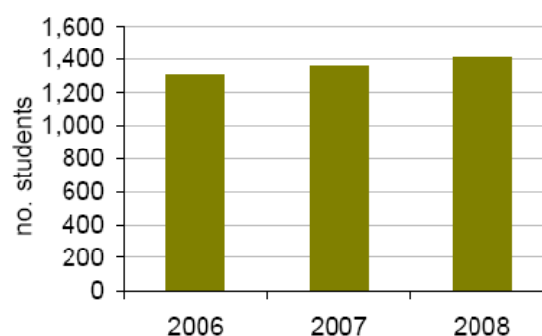
- To broaden our post compulsory programs and improve the effectiveness of counselling and advice to maximise the further education, training and employment options for all students.

Student Engagement and Wellbeing:

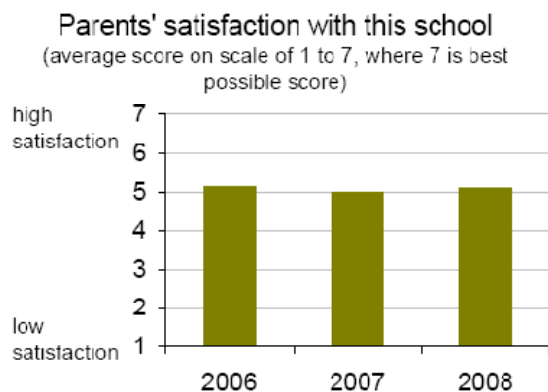
- To develop an environment that promotes overall student wellbeing, and where students are motivated and engaged with a strong sense of connection to teachers and the school.

Student enrolments – In 2008 Sunbury College continued its increasing enrolment trend with 1410 students, growing from 1358 in 2007 and 1306 in 2006. While this enrolment trend has continued for the past 10 years; 2009 has seen a slight decrease in enrolments due to senior students pursuing education in alternate settings such as VCAL at TAFE and apprenticeships.

Total students enrolled in school



Parent Satisfaction – Parent satisfaction has remained consistent, showing a slight increase in 2008; reinforcing the positive level of satisfaction in the College shared by parents.



Commonwealth Requirements

- **Teacher Satisfaction** – Teacher Satisfaction (morale) is measured on a 100 point scale and showed a decrease from 65.5 in 2007 to 60.7 in 2008; this figure is slightly below the median for State secondary schools.
- **Teacher Absence** – The average number of days absent per teacher was 10.7 days.
- **Teacher Retention** – Of the 117 teaching service staff at June 2007 (including those on leave without pay), 101 or 86% were still at the school at June 2008. This figure was above the statewide average of 84%.

Teacher participation in professional learning – In 2008 the Professional Development Focus within the College was aligned with the aims of the AIP: Namely; Improved student outcomes, improved student engagement and improved student pathways. This year each teacher's personal professional plan mirrored these aims, with particular attention being given to the implementation of PoLT principles throughout the college and the development of methods of critical friend networks throughout the staff, where teachers were required to seek peer feedback in order to improve their teaching.

As in 2007, staff members were allocated to Collegiate Groups led by two Principal Class/Leading teachers. This exists with the aim of improved connectedness and communication between teachers and the Leaders of the school as well as providing a vehicle for staff to implement the AIP. Examples of the Collegiate Group foci were

VCE improvement, Middle Years Connectedness, Tools for engagement.

In 2008 a whole school PD day was held in May where all staff undertook to improve their ICT skills. Apart from one external presenter, all sessions were facilitated by College staff. The day proved to be very effective in assisting staff to see ways to implement ICT into their teaching. Other whole staff PD were sessions in Autism and Asbergers, CASA (Sexual Assault) and Brain Based Engagement Strategies.

The Leadership Team in the school attended Principal Conferences. Two staff were involved in the New Wave Aspirant Leaders Program, two teachers undertook Merit and Equity training and all Leading Teachers undertook Anaphylactic training.

A team of three teachers who were successful in gaining teacher professional leave spent the year researching, visiting other schools and attending conferences. These teachers ran 6 hours of PD for staff on Brain Based Learning strategies and will continue to develop this area in 2009.

Provisional teachers were mentored throughout the year through fortnightly meetings facilitated by the PD coordinator and other school Leaders in addition to having a discipline based mentor as well. All provisional teachers were encouraged to attend regular external PD based on behavioural management and specific teaching and learning strategies.

The most significant change in 2008 was a greater reliance on internal sources for PD delivery thus recognising the expertise within our ranks.

Analysis of expenditure shows the following breakdown of PD activities:

- Discipline based PD – 51%
 - Interdisciplinary based PD- 23%
 - Personal and Social based PD- 25%
 - Other -1%
- **Teacher Qualifications** –All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241/

Principal's Report



Sunbury College has had another successful year with good student outcomes, continued staff development and the beginning of a whole school curriculum review and documentation process. The College grounds and buildings have been further improved and we are really appreciating the difference that having recycled water makes to our environment.

Sunbury College has continued to grow in size to an enrolment of over 1400 students in 2008. This is an indication of the high regard with which the College is held in the local community.

In terms of student achievement, the college results in the national testing program (NAPLAN) shows that our students perform at or above the State Mean in Reading, Writing and Numeracy and that this is achieved at both Year 7 and Year 9.

Whilst our overall VCE results were slightly lower than in 2007, our top performing students did extremely well, with seven students with ENTER scores in the nineties and the dux getting an ENTER of 98.4.

There has been a steady increase in VET and VCAL participation and success. Both of these programs provide important pathways for some students.

The number of days absent per student has shown an increase again this year. This is of concern as high student absence will ultimately affect student learning, however we also believe that the increase may in fact be due to more accurate roll marking throughout the year.

Sunbury College continues to provide quality education as well as developing the whole child with our student leadership, sport, performing arts and other co-curricular programs.

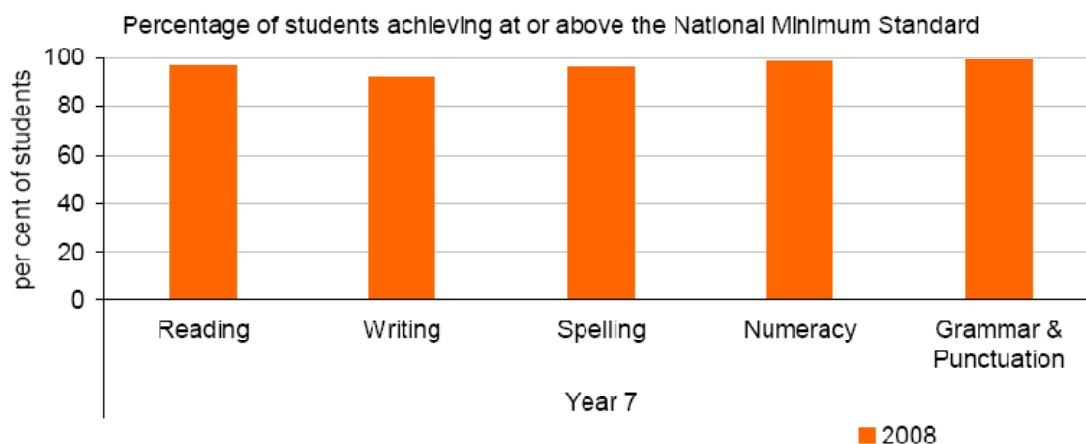
Peter Hendrickson
Principal

Student Progress & Achievements

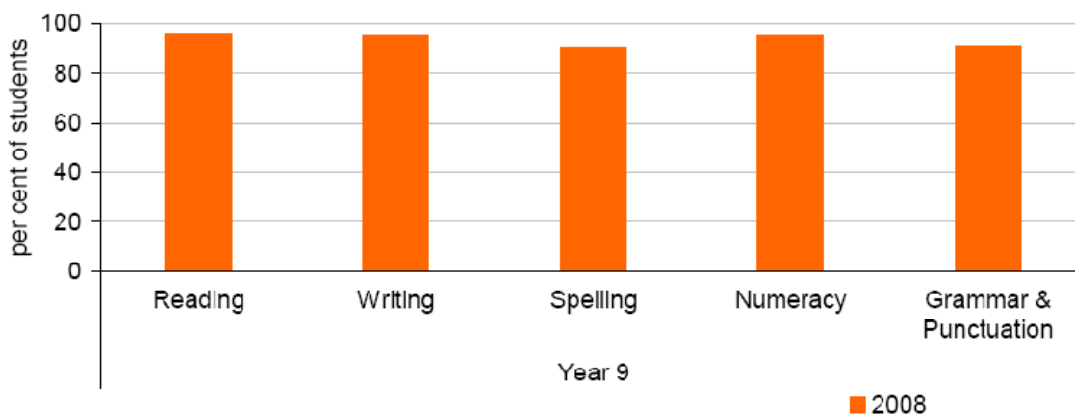
Student Learning

In the implementation of its Strategic Plan 2006 – 9 Sunbury College identified the area of Mathematics as an area to improve student performance, this was a result of a declining trend in the Mathematics performance of students. This has been facilitated by the initiation of improved programs, the appointment of a Numeracy Co-ordinator and the development of a Mathematics planning team; this team addressing the development of effective practices, moderation of student work, improved identification and support for struggling and advanced students alike and to expand the range of teaching strategies being used. In 2006 – 07 we saw some initial improvement in our year 7 mathematical performance and we are pleased to see this improvement trend continue in 2008 almost all students performing at or above the National Minimum Standard.

Percentage of students achieving at or above the National Minimum Standards –

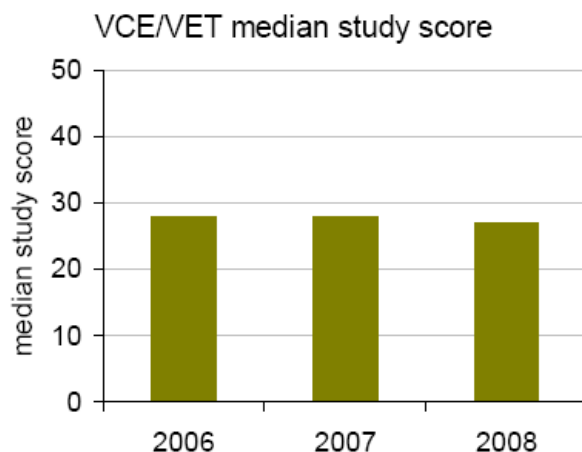


The College is pleased to see such a high level of students performing at or above the National Minimum Standard at year 7 level. In 2008 the year 7 Learning Common program was introduced to improve teaching practices further and utilise the Principles of Learning and Teaching (PoLT); with staff development and practices underpinned by reflection of student feedback, student outcomes data and peer observation. These positive results mirror the success of such a program.



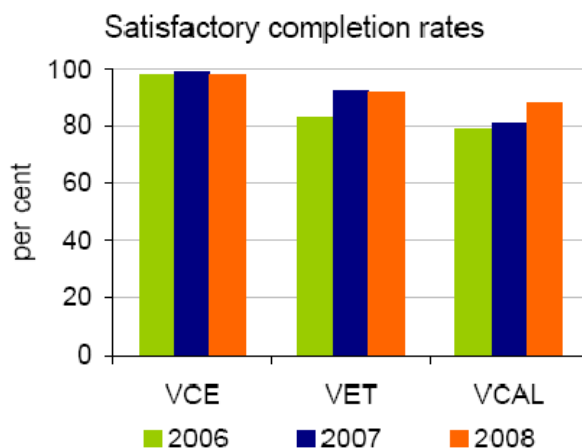
The percentage of students performing at or above the National Minimum Standard is slightly lower at year 9 than it is at year 7, but still reflects positive results. The College will continue to invest heavily in providing resources to sustain the Years 7 – 9 Literacy Program in an effort to improve student outcomes further and we will also continue to support gifted students programs such as Year 10 Advanced Mathematics and the Learning Enhancement Program.

VCE / VET:



While the VCE study score median has remained relatively consistent for a number of years, in 2008 there was a slight decline in the median score of 27.2, which was 2 points below the State Mean. As directed by the College in its Strategic Plan, the improvement of VCE results remains a priority; with programs introduced to improve study techniques, better prepare students for examinations and through the development of effective revision programs.

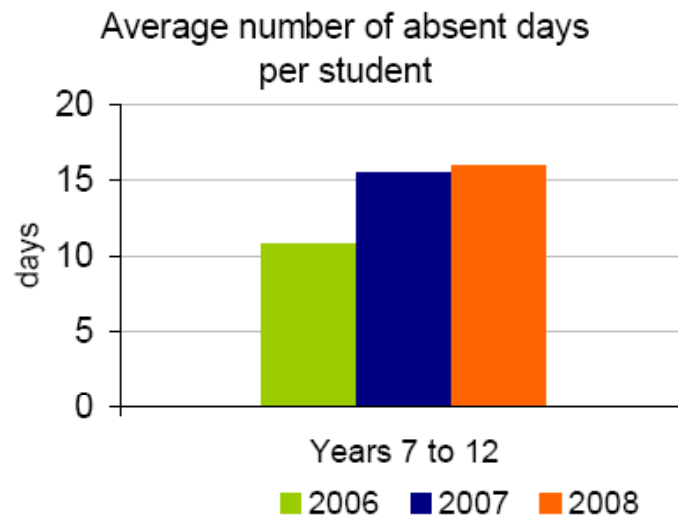
In 2008 the College continued the increase in VET offerings. The number of students completing VET Hospitality and Multimedia subject continued to increase from 81 in 2007 to 113 in 2008. The percentage of students receiving a satisfactory result for the units work in 2008 remained the same as 2007 consistent at 92%, well above the State Mean.



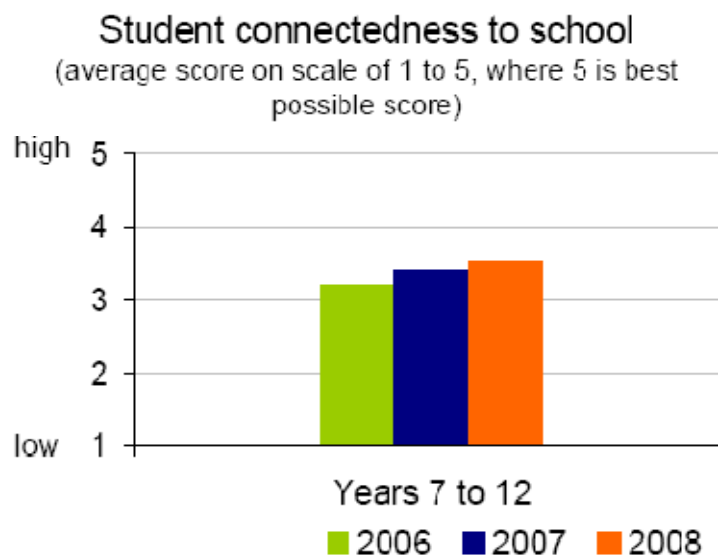
The number of students undertaking VCAL rose from 3.5 percent in 2007 to 3.9 percent in 2008. The College is also pleased to see an increase in the percentage of satisfactory completion of VCAL credits by its students in 2008 with 88.3 percent of students successfully completing VCAL in comparison to 80.9 percent in 2007. The College, aware of the need to broaden its student offerings, provided increased opportunities for students in 2008 with students undertaking Building and Construction, Electrical, Engineering, Automotive and Hair and Beauty. The success of these opportunities is reflected in the large number of students who at the end of 2008 went on to trade based training programs.

Student Engagement and Wellbeing

The level of student absence has increased from 2007 to 2008; growing from 15.4 days to 15.9 respectively. This trend remains a concern to the College as prior to 2007 Student Absence level was relatively low and declining, remaining well below the State Mean for student absence. The College maintains a rigorous Student Attendance Monitoring system, which will be reviewed along with the initiation of programs in an effort to reverse this trend.



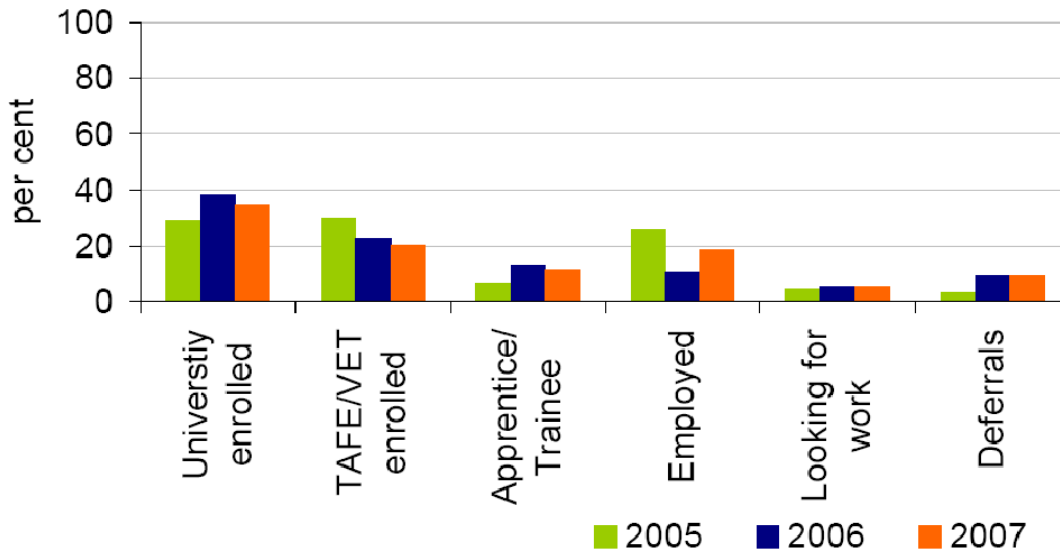
The College is pleased to see continued improvement in how our students feel about their school; this data collected through the Students Attitudes to Schools survey. This positive data reflects the effectiveness of the Student Connectedness positions introduced at each of the 3 sub-schools following the concern that Student Connectedness to the College was waning 3 years ago. Improvement to levels of Student Connectedness was a whole school priority with several programs also developed by Collegiate groups across the sub-schools.



Student Pathways and Transitions

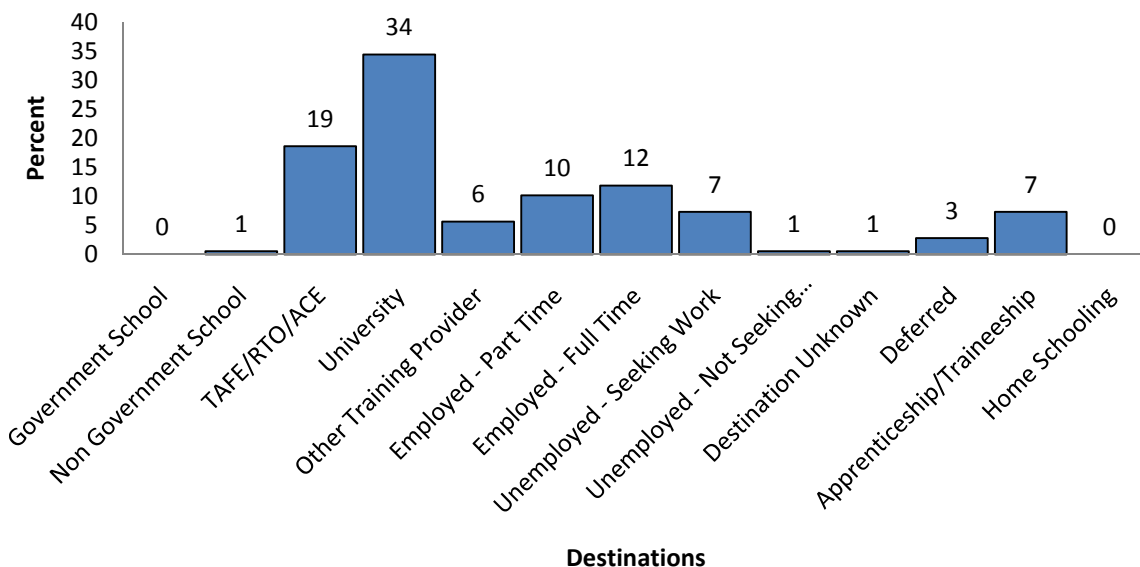
Student destination data – Schools source this data from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school. Note that, for example, the 2008 On Track survey which followed up completers in 2007 appears in this report as 2007 data.

What happened to Year 12 students on leaving school?

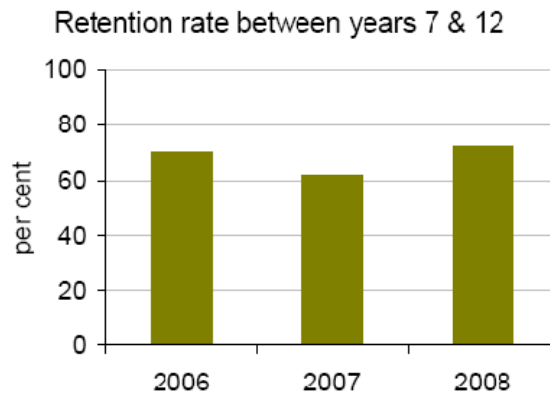


Data collected by the school tracking 2008 Year 12 Student Destinations showed that 61 (34%) of the 177 students were successful in applying to University in 2009, this was an increase of 4% on the previous year. 33 students (19%) chose TAFE / RTO / ACE as their destination, while 13 students (7%) entered into Apprenticeship Training. The number of students entering into Full Time Employment decreased this year in comparison to 2007 with 21 students (12%) working full time, however the number of students in part-time employment significantly increased to 20% (10 students). This data is presented on the graph below:

2008 Year 12 Destinations



Retention rate between Years 7 & 12 –



Retention rates refer to the number of year 12 students enrolled as a percentage of the year 7 enrolment five years earlier. It is a statistic based on enrolment numbers, not specific students staying for the duration of their Secondary education.

The Retention rate at the College increased in 2008 to 72.5 percent, up from 62.2 percent in 2007. These figures however, don't represent the real retention rates of the school. Real retention rates refer to the percentage of students who started at year 7 and worked through until year 12; this figure is a representation of the 'holding power' of the school. The College's Real Retention rate is 63 percent, well above the state average.

Future Directions

The Sunbury College Strategic Plan 2006-9 established the direction of the school for a four year term. Each year the College Annual Implementation Plan (AIP) identifies the focus and targets for the College that complement the Strategic Plan for the upcoming year. In 2009 the AIP sets out the following goals under the following 3 key strategic areas:

Student Learning

- The College will continue to strive to improve VCE results in all studies; and at years 7 – 10 improve student achievement in English and Mathematics against VELS standards

Student Engagement and Wellbeing

- To develop an environment that promotes overall student wellbeing, and where students are motivated and engaged with a strong sense of connection to teachers and the school.

Student Pathways and Transitions

- To broaden our post compulsory programs and improve the effectiveness of counselling and advice to maximise the further education, training and employment options for all students.

The introduction of the Year 7 Learning Program (LP7) works towards achieving these goals, aiming to improve student engagement and improving the transition process, through connectedness strategies and improved teaching strategies. At the end of 2009 this program will be evaluated with the expectation that it may be implemented the following year at year 8 level.

In 2008 the Step-Up Program was introduced with the purpose of improving student performance and better preparing students for the following year. Surveys of students and teachers alike measured this program as successful and in 2009 this program will be developed further.

The College will continue to provide students with the option of the VCAL program at VCE following the positive results experienced and high number of students going onto successful trade programs. The VET program will also be developed further, with continued enrolments in 2009. The college is currently preparing an application for a Trade Training Centre for Sunbury.

The Support Program introduced in 2008, which offers high functioning autism students the opportunity to succeed in a mainstream secondary college, will continue in 2009.

In 2009 the College will undergo a review of the current Strategic Plan, evaluating the effectiveness of the plan and assessing the needs of the changing school environment; working towards developing a new Strategic Plan for the period 2010 - 13. This new plan will set out the school's strategic directions including the school's purpose, values and environmental context, as well as goals, targets and key improvement strategies.

The new Strategic Plan will be shaped by recommendations of the 'Provision for Secondary Education in Sunbury' steering committee which is addressing the education issues faced in Sunbury. These recommendations include the option of amalgamating Sunbury College with Sunbury Downs to create a larger school across 2 campuses. The two School Councils will consider the options presented with a decision expected to be announced in April.

Financial Performance and Position

Financial Statement

The college accounts for all of its funds through a rigorous program budget system. All funds are allocated to programs and the expenditure in each program is closely monitored. The College is a banker school for the Northern Regional Office and Computer Technicians and this inflates the College budget by a significant amount. We have allocated funds to budgets in line with our strategic plan with the main foci being literacy, numeracy and teacher professional development.

Considerable funds have been spent on buildings, equipment, computer technology and the college grounds. The amount indicated under Capital Expenditure is different from the figures on the schools operating statement. Manual coding adjustments were completed with no capital expenditure.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	2559798
Commonwealth Government Grants	9845
State Government Grants	26864
Other	896315
Locally Raised Funds	903551
Total Operating Revenue	4396373
Expenditure	
Salaries and Allowances	277664
Bank Charges	4492
Consumables	879745
Books and Publications	52842
Communication Costs	73628
Furniture and Equipment	91686
Utilities	81043
Property Services	740975
Travel and Subsistence	10871
Motor Vehicle Expenses	
Administration	16743
Health and Personal Development	1943
Professional Development	1930768
Trading and Fundraising	245566
Support/Service	310887
Miscellaneous	227496
Total Operating Expenditure	4946349
Net Operating Surplus/- Deficit	-549976
Capital Expenditure	334170
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	15295.76
Official Account	5471.44
Other Bank Accounts(listed individually) Trust Account	17223.63
<i>MECU</i>	221354.75
<i>MECU</i>	317753.86
<i>MECU</i>	509863.01
Total Funds Available	1086962
Financial Commitments	2008 Actual
School Operating Reserve	302571
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	26297
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	107820
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	650274
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	1086962

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the full School Level Report, please contact Mr. Peter Hendrickson or Mr. Luke Mandouit at Sunbury College.