**Department of
Education & Training**

**2014 Annual Report to
the School Community**

Fountain Gate Secondary College

School Number: 8870

Name of School Principal: Vicki Walters

Name of School Council President: Angelo Herft

Date of Endorsement: 25.03.15

About Our School

School Context

Fountain Gate Secondary College is committed to a providing an excellent comprehensive education in a secure, supportive and educationally challenging environment. All students in the College have the "right to learn".

To support this premise, the College has high expectations of student behaviour clearly linked to its core values of Respect, Honesty and Responsibility.

Students are encouraged to achieve their "personal best in all fields of endeavour". In the Senior School there is a strong focus on our VCE programs that are designed to support student's academic and career aspirations.

The curriculum program in Years 7 - 10 is focused on building strong foundations in our students' literacy and numeracy skills. A diverse elective program caters to students' passions in the areas of the performing and visual arts, technology and sport. The High Achievers Program offers an enriched and challenging curriculum for academically talented students. An extensive array of extra-curricula activities are offered including camps, excursions/incursions, school production, music and dance performances, presentation ball, Year 12 Formal, Valedictory Dinner and public speaking.

Our Student Leadership Program provides avenues for student voice and for them to develop and utilise their leadership skills within the school and wider community.

The College has a strong commitment to providing vocational guidance and programs designed to encourage students to aspire and achieve their goals in life whether they be a particular career pathway or higher education.

This school has 80 equivalent full-time staff, 4 Principal class and 20 Education Support Staff.

Achievement

In 2014 we continued to build upon our success in student achievement.

Our student's achievements are in line with state expectations for AusVELS, NAPLAN and VCE. Continual improvement of literacy and numeracy is a key priority for the College.

Our VCE mean study mean score has continued to improve each year and is similar to like schools. In 2014 we achieved our target of an all study mean score of 28 and 3.5% - 40+ scores The satisfactory completion of VCE was excellent with 99% of students being awarded their certificate.

All Year 12 students have an additional tutorial period in each of their subjects that is devoted to specific study skills and exam preparation. This has had a significant impact on student performance.

We have utilised the Student Performance Analyser database to monitor and track student performance in Years 7 - 10. We track student performance through a number of diagnostic tests throughout the year. This information is also used to clearly identify areas of weakness and strength and to confirm teacher judgements.

Individual Learning Plans and targeted intervention programs in literacy and numeracy have been implemented to support students.

In 2014, academic achievement was enhanced by each Sub School establishing tracking processes that identified students whose academic progress was unsatisfactory. These teams have been instrumental in ensuring that appropriate programs and supports are developed and implemented.

We are committed to ensuring that no student is "left behind".

Our High Achievers Program provides students with challenging extended rich tasks for those students who work above state benchmarks and aspire to achieve. The program offers opportunities beyond the curriculum for students to learn and achieve, and has had numerous student successes including State, National and International recognition.

All students who are funded under the Program for Students with a Disability students have demonstrated progress at satisfactory or above in achieving their individual goals.

Engagement

Our Year 7 enrolments continue to be strong, the College has a stable enrolment of 1052 students in 2014.

We have initiated positive transition links with our key feeder primary schools through the Fountain Gate Cluster.

Our approach to primary transition is very proactive to ensure students' needs are addressed in their first
year of secondary school.

The Senior School is well established and we offer a comprehensive range of VCE subjects. Students have access to VET subjects through our relationship with Hallam Senior College Trade Training Centre and other external providers.

The investment in developing individual pathways through course counselling has led to students having clear goals and direction for their future. Various flexible options and alternative pathways for students who experience difficulties in mainstream schooling are explored.

The Year 9 PreCal program is offered to students who are at risk of disengaging from schooling. Students undertake a modified curriculum program and attend Narre Community Learning Centre one day a week to complete competency certificates.

The VCE online course counselling selection process is very successful which is evident by students' and parents' feedback. The percentage of students from Years 10 to 12 going on to further studies or fulltime employment is well above the State average.

The retention of students from Year 7 to Year 10 may appear low but this is a result of our relationship with Hallam Senior College where approximately 20% of students may transfer at the end of Year 9 or 10 to pursue an appropriate pathway that may include VETiS or VCAL.

Attendance officers within each Sub School has resulted in significant reduction in student absence. At all year levels the average days of attendance is higher than the state.

Wellbeing

Our Co-Operation Code that has five essential themes including respect yourself, be safe, be prepared to get smarter, respect others and respect our school and is underpinned by our College values of respect, honesty and responsibility. This promotes an environment that optimises student learning.

The College has adopted a whole school approach to student wellbeing through the Mindmatters program.

A number of events have been implemented to address key wellbeing areas for example; RUOK? Day, Taking the Pledge as part of our membership with the Safe Schools Coalition, E-Smart Cybersafety campaign and the National Day Against Bullying and Violence.

The data from 2014 Student Attitudes to School Survey continues to show a trend of improvement.

The Student Leadership model has been successfully implemented and leadership opportunities continue to expand.

The VCE online course counselling selection process is very successful which is evident by students' and parents' feedback. The percentage of students from Years 10 to 12 going on to further studies or fulltime employment is well above the State average.

The College has a well established Student Wellbeing Consultant team that includes; Adolescent Health Nurse, Adolescent Boys Counsellor, Speech Pathologist, School Nurse and Pathways Youth Worker.

Productivity

For more detailed information regarding our school please visit our website at
http://www.fountaingatesc.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:
        Result for this school: ● Median of all Victorian government schools: ◆

School Profile

School Enrolments

A total of 1056 students were enrolled at this school in 2014, 530 female and 526 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

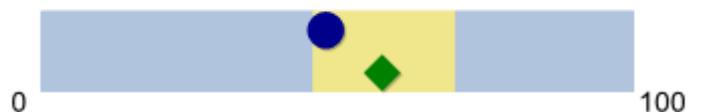| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

1 — 7

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

0 — 100

Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Results: English

Results: Mathematics

● Similar

● Similar

NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

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

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading

Results: Reading (4-year average)

Results: Numeracy

Results: Numeracy (4-year average)

● Similar

● Similar

● Similar

● Similar

Performance Summary

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 33% Medium 50% High 18% **Numeracy** Low 31% Medium 49% High 20% **Writing** Low 19% Medium 55% High 25% **Spelling** Low 28% Medium 52% High 20% **Grammar and Punctuation** Low 34% Medium 52% High 14%	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 21% Medium 59% High 20% **Numeracy** Low 31% Medium 55% High 14% **Writing** Low 23% Medium 50% High 27% **Spelling** Low 25% Medium 51% High 25% **Grammar and Punctuation** Low 24% Medium 57% High 19%	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: 2014 0 — 50 Results: 2011 - 2014 (4-year average) 0 — 50	● Similar ● Similar

Students in 2014 who satisfactorily completed their VCE: 99%
Year 12 students in 2014 undertaking at least one Vocational Education Sund Training (VET) unit of competence: 8%
VET units of competence satisfactorily completed in 2014: 82%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: 0%

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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ▉
Result for this school: ● Median of all Victorian government schools: ◆

Engagement	Student Outcomes	School Comparison

Student Attendance

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

Results: 2014

0 — 50

Results: 2011 - 2014 (4-year average)

0 — 50

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	90 %	90 %	91 %	97 %	94 %

● Similar

● Similar

Student Retention

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

Results: 2014

0 — 100

Results: 2011 - 2014 (4-year average)

0 — 100

● Lower

● Lower

Students exiting to further studies and full-time employment

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.

Results: 2013

0 — 100

Results: 2010 - 2013 (4-year average)

0 — 100

● Similar

● Higher

Department of Education & Training

Performance Summary

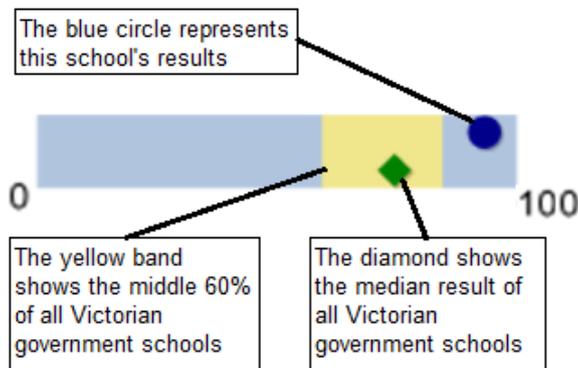| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2014 1 ━━━━━━━━ 5 Results: 2011 - 2014 (4-year average) 1 ━━━━━━━━ 5	● Similar ● Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

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

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.
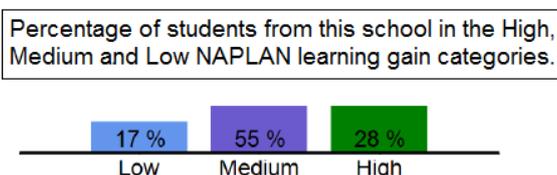
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

State Government Victoria

Department of Education & Training

Financial Performance and Position

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2014 | | Financial Position as at 31 December, 2014 | |

Revenue	Actual
Student Resource Package	$9,107,952
Government Provided DE&T Grants	$916,699
Government Grants Commonwealth	$15,977
Revenue Other	$47,743
Locally Raised Funds	$845,043
Total Operating Revenue	**$10,933,413**

Funds Available	Actual
High Yield Investment Account	$169,441
Official Account	$22,759
Other Accounts	$500,000
Total Funds Available	**$692,199**

Expenditure	Actual
Student Resource Package	$9,218,208
Books & Publications	$37,402
Communication Costs	$24,360
Consumables	$263,157
Miscellaneous Expense	$623,507
Professional Development	$34,958
Property and Equipment Services	$500,397
Salaries & Allowances	$196,170
Trading & Fundraising	$97,514
Travel & Subsistence	$2,874
Utilities	$97,003
Total Operating Expenditure	**$11,095,549**
Net Operating Surplus/-Deficit	**($162,136)**
Asset Acquisitions	**$23,160**

Financial Commitments	
Operating Reserve	$280,723
Asset/Equipment Replacement < 12 months	$57,265
Revenue Receipted in Advance	$119,965
School Based Programs	$230,000
Region/Network/Cluster Funds	$4,246
Total Financial Commitments	**$692,199**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Fountain Gate Secondary College has established sound financial practices. Through careful and efficient management of financial resources this has resulted in a reasonable level of surplus to support future initiatives for example further development of the performing arts centre, implementation of Compass software program.   Funds have been expended for capital improvement included; further improvements to the ICT hardware infrastructure, ongoing maintenance of buildings and classrooms, installation of air-conditioning in classrooms and upgrading of furniture and equipment.