

Hawkesdale P12 College
5434

2008 Annual Report to the
School Community



School Overview

Hawkesdale P12 College continues to offer a comprehensive range of curriculum opportunities which are tailored to the individual. It offers surrounding communities a caring environment for all students, as a viable alternative to the other educational providers in the district. We aim to work with each student to help them develop to their full potential by offering a diverse range of curriculum and pathway options. These options cater for individual need.

Farming incomes continue to be highly volatile which impacts on families. Housing development in some of the smaller townships including Kirkstall will have a small impact upon the enrolment profile of the school.

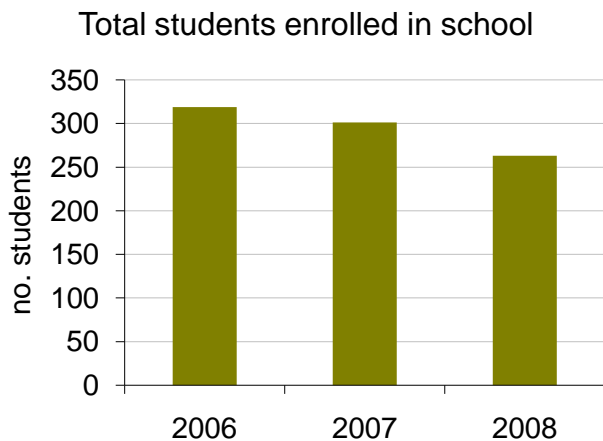
The relationship with our neighbouring secondary schools is strong, offering viable alternatives to students who require a transfer between secondary schools based upon sound educational goals.

2008 was the third year of our current strategic plan which has seen over its three years the implementation of a number of initiatives, including the implementation of the Victorian Essential Learning Standards, and the broadening of our curriculum and its delivery in light of our goals set out as targets within the plan.

While the learning outcomes for our students remain sound, a number of areas are of concern including performance in spelling, writing and grammar/punctuation. Improving student outcomes in these areas will be a major focus in future years. Student retention data indicates a drop in student retention between year 7 and 12 for those cohorts of students, these results are due to a number of factors including the transient nature of the work force on farms and the high take up of apprenticeships by our students in recent years. The school views the latter as a success that indicates the successful nature of our curriculum offerings and the ability to cater for the needs of individuals. It is hoped that the trend towards improved results in recent parent, teacher and student opinion surveys continues.

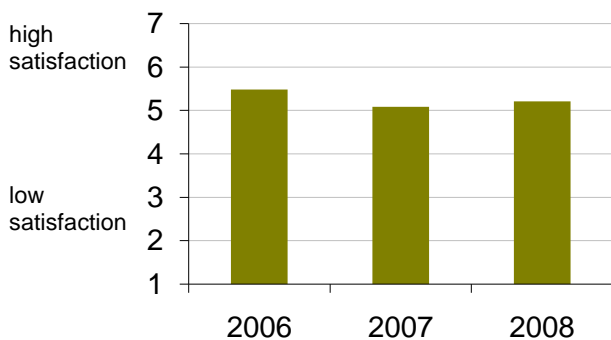
The Strategic Plan review year in 2009 gives the school community an opportunity to re-access the school community's shared vision and purpose, and to establish directions for the coming four years. The vision and purpose of the community will be embedded in the new strategic plan that is developed at the end of this review year.

Student enrolments –



Parent Satisfaction –

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 73 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** - The average number of days absent per teacher was 6 days.
- **Teacher Retention** - Of the 31 teaching staff at Hawkesdale P-12 College at June 2007, 28 or 90% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, such as the Teacher Professional Leave Program, Restorative Practises and numerous other group, whole school and individual opportunities. Staff and the administration at this school are committed to regular ongoing professional development.
- **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.

Student Progress & Achievements

Student Learning

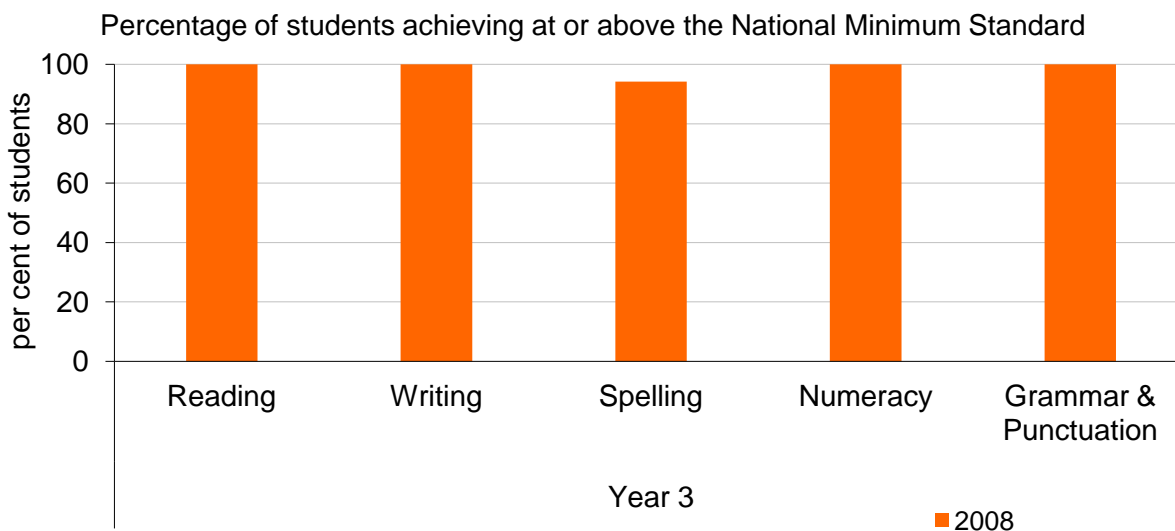
Percentage of students achieving at or above the National Minimum Standards

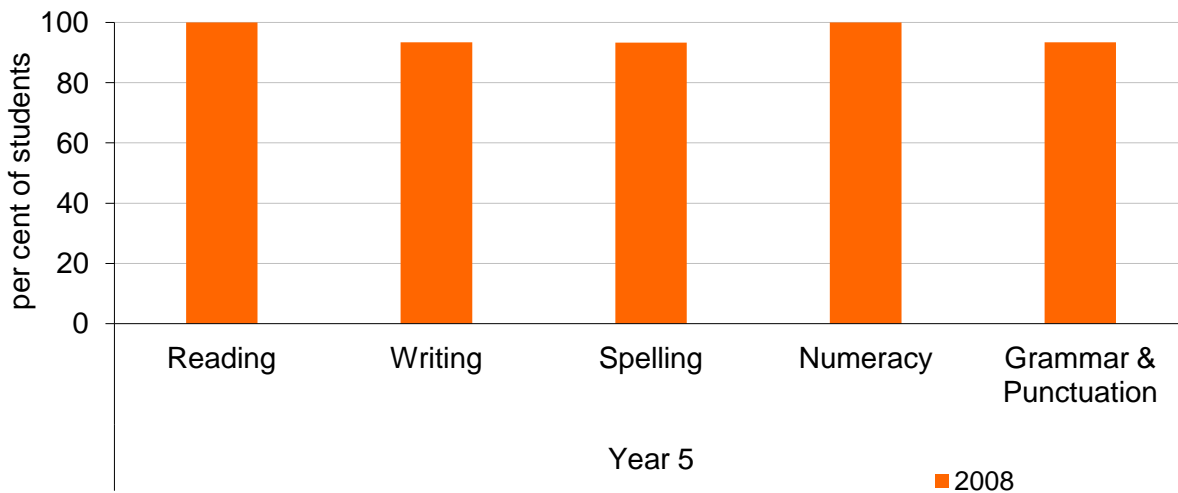
While variations exist between levels, reflecting the impact of small numbers of students on percentages when the overall group is small to begin with, more than 80% of students achieved at or above the National Minimum Standards for Literacy and Numeracy in 2008, as measured by the NAPLAN. Students falling below this mark were given access to regular additional tuition for the last half of the year.

It is pleasing that the Reading and Numeracy figures indicate nearly 100% of students met the minimum standard. Some concern may be felt about the figures for Spelling, and Grammar and Punctuation. Strategies have been put in place to address these areas of lower achievement.

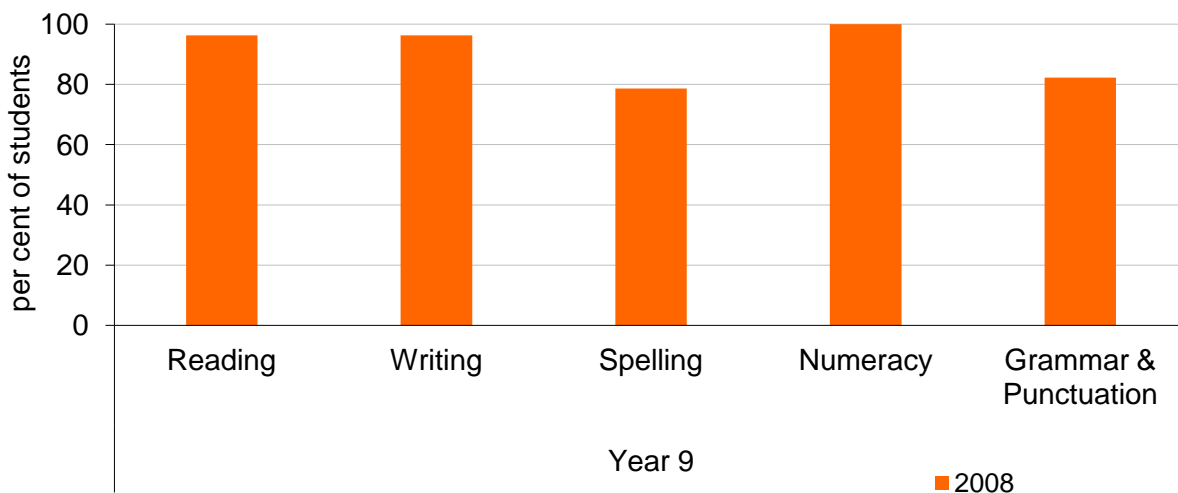
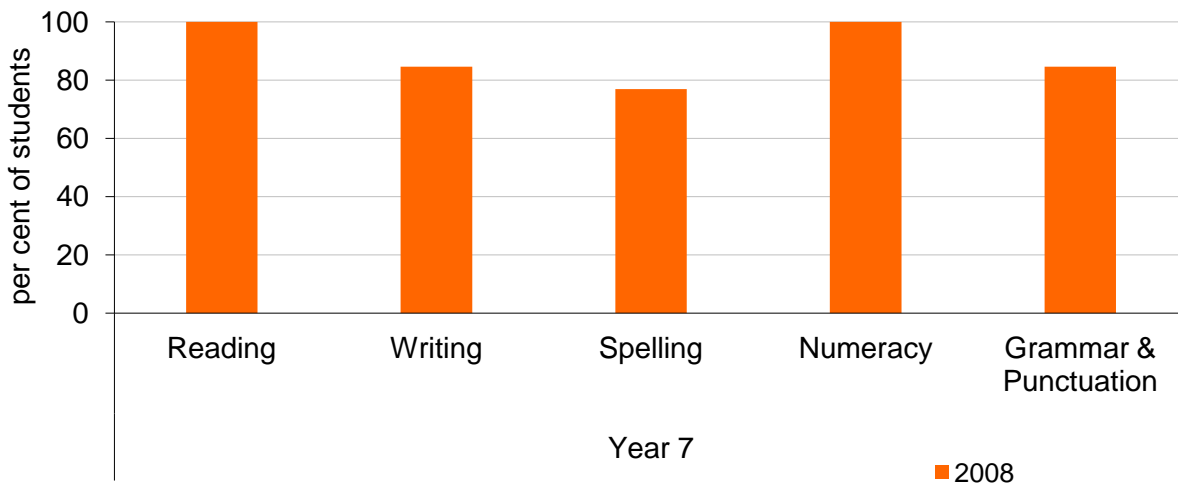
It is important to note, however, that the NAPLAN testing is not built on the notion of expected levels, and that the national testing program has been in operation for too short a time to establish reliable norms. After 2010 we will have data that will allow us to more accurately gauge whether students have increased their performance levels as quickly as we desire.

It is also important to remember that achievement is not uniform above the minimum standard. We monitor the progress of students throughout the year, and do not accept reaching a minimum standard as an end in itself. Rather, we aim to see all students working at the upper levels of their ability.





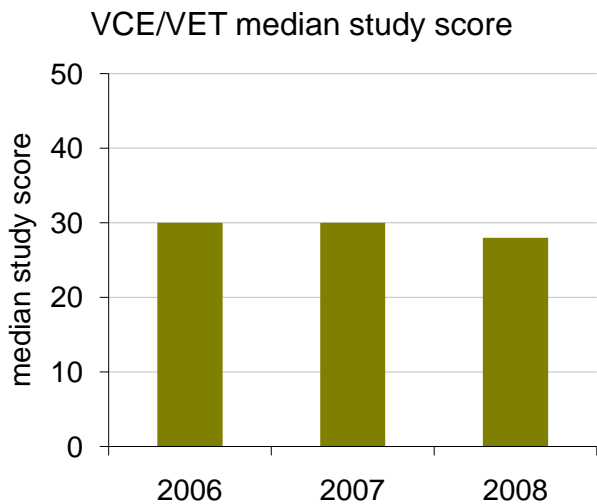
Percentage of students achieving at or above the National Minimum Standard



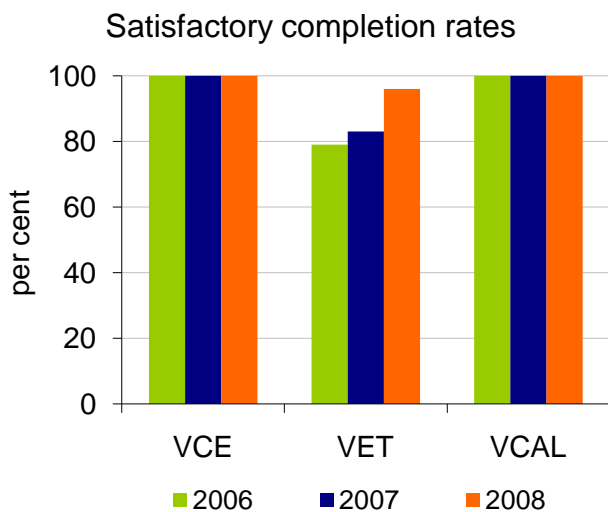
VCE/VET median study score

The median VCE/VET study score for our 2008 group was quite low, below what has been the pattern in recent years. There is always the likelihood of yearly variation given small cohorts, and Hawkesdale P12 College results have generally been very close to the state average, which is highly respectable for a non-selective government school.

Despite that, it is a priority for 2009 to improve VCE/VET results, with our success measures including a median study score higher than the state average.



Satisfactory completion rates –



- VCE – The percentage of eligible VCE students that completed in 2008.
- VET - This describes the number of VET units of competence completed in a year as a percentage of those undertaken.
- VCAL - Percent satisfactory completion of VCAL credits.

Student Engagement and Wellbeing

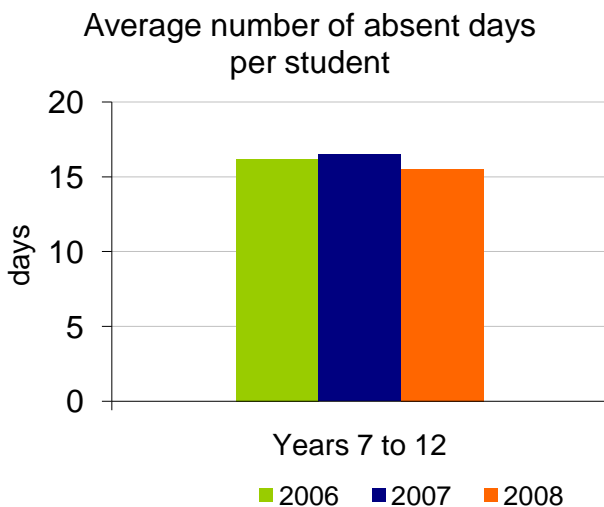
While there has been a slight decrease in the student average number of days absent this year, the school remains unhappy with these figures and has implemented improved follow-up and recording procedures of student absence. Analysis of the data indicates that we have a small number of students with a large number of days absent. Our welfare team has a focus on improving the attendance of these students in 2009.

The student school connectedness data shows a continued improvement in student connectedness to school in 2008 after a similar trend in 2007. Underachieving students (including those at the top end) are a major focus of the Annual Implementation Plan (AIP) in 2009. 2008 saw the introduction of Skills for Living sessions for students in years 5 to 10. During these sessions students addressed issues associated with bullying, self esteem, self motivation and learning to be successful.

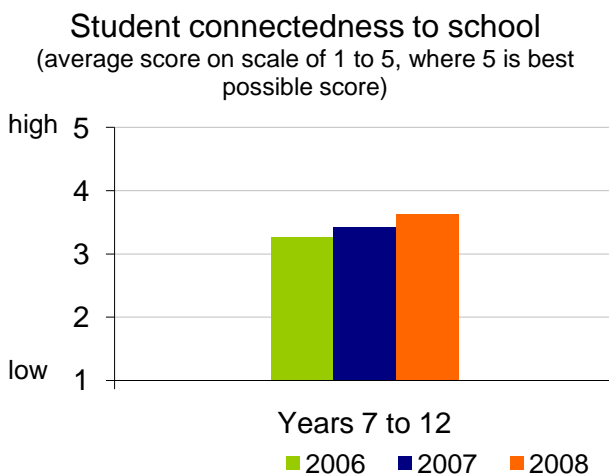
Skills for Living teachers will continue to discuss with students the questions that are asked in the student opinion survey and the results, to help with understanding what they are saying. This information will form part of the analysis of the student survey data, which has been used as part of the development of the 2009 AIP.

During 2008 all staff took part in Restorative Practices professional development. Implementation of this program will continue during 2009 with the aim of further improving the connectedness of our students to school. In addition to this the welfare Professional Learning Team will introduce the Friendly Families program during 2009 after a number of staff attended a professional development session on that program during 2008.

Average number of absent days per student – Schools present and discuss the average number of absent days per student headcount across the school.



Students' school connectedness –



Student Pathways and Transitions

Student Pathways and Transition

On track trend data shows:

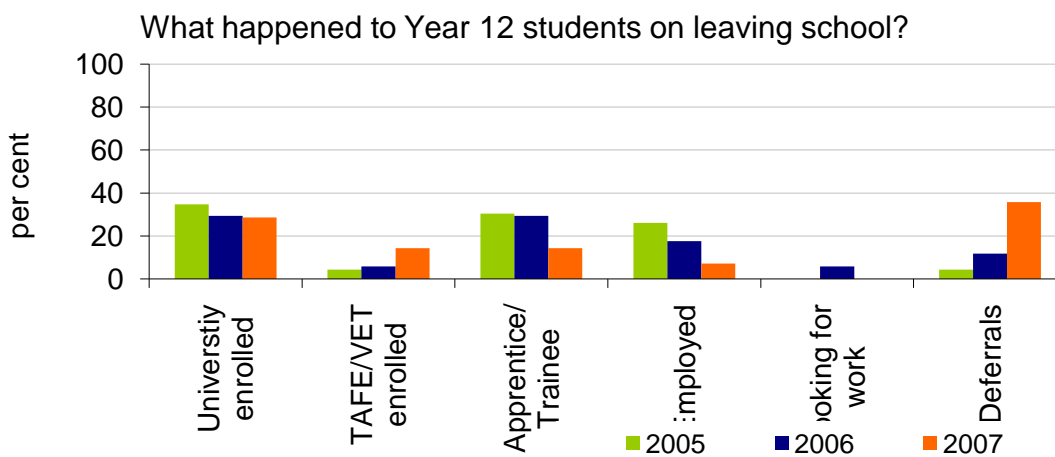
- Approximately 30% of students gained an enrolment at University. Many of our students preferred local institutions (Ballarat or Deakin University). Anecdotal evidence suggests the reasons for this relate to issues of finance, local knowledge (from year 12 Camp at Ballarat University) and distance from Melbourne.
- The biggest change in trend data is the large increase in deferment levels. Again this relates to both issues of finance and students wanting a year off from study. Most of these students were in full time work to qualify for the independent student allowance.
- Approximately 15% of our students gained Vocational employment apprenticeships or traineeships and approximately 15% enrolled in a Tafe Preapprenticeship or Certificate course.

College pathway advice does not preference an academic pathway over a vocational pathway. This is supported by the destination data. All students who exited the college gained meaningful placements with real prospects for the future.

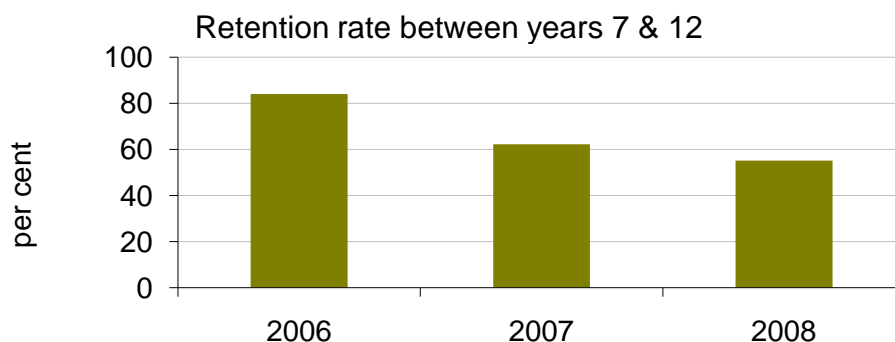
Both Vet and VCAL participation data shows that the college has had an increasing participation rate in both programs and clearly exceeds the state mean. Feedback suggests that VET offerings and Structured Workplace Learning (within VCAL) have retained students at the College, particularly at Years 10 and 11.

It is worth noting that the retention rate has dropped below the State mean in 2008. This is due to the high numbers of vocational students gaining apprenticeships or exiting at the end of year 11 and enrolling in Tafe vocational courses. The College values this achievement however it does lower both our Real and Apparent retention rates.

Student destination data –



Retention rate between Years 7 & 12 –



Future Directions

This school and its staff are committed to a culture of continual improvement of student outcomes, with a particular emphasis on individual student progress.

Hawkesdale P12 College will maintain its commitment to the engagement of all students and catering for each student's individual learning needs. The 2008 Annual Implementation Plan has a strong commitment to improving student outcomes, and the tracking of individual progress and intervention when progress isn't as expected. The school has developed a detailed data plan to help it collect, analyse and respond to student performance data.

The school will continue to look to improvement of student learning outcomes by insisting on high expectations of all students and teachers to improve as individuals. The Skills for Living program will work on improving student connectedness to each other and to their teachers. Student opinion survey data will be used to direct planning and implementation of this program. Ways of giving students more of a voice in the day to day operations of the school will be implemented, such as the use of discussion circles and focus groups. POLT training will occur for those staff members that have not been trained at this stage. A continued emphasis will be given to improving the skills of all staff and the structure of peer review, in particular the development of Professional Learning Teams (PLT).

During 2009 all staff will be involved in a PLT which will have a focus on an explicit part of the Annual Implementation Plan (AIP). Staff will be held accountable for the outcomes for that area over the year. Accountability will be via each staff member's performance review which will be focused on their involvement in a PLT and the achievements of that team.

Numeracy PLT's will be involved in regional network PLAT groups to support professional learning teams across the school and regional network in the teaching of mathematics. Literacy PLTs will have improved student outcomes in writing, spelling and grammar/punctuation as a focus for improvement in response to lower than expected student outcomes in these areas. The use of Information Technologies will be further expanded to improve the delivery of the Mathematics and Science curriculum across the school, the use of new graphical calculators will be introduced at junior levels, and the use of data probes and associated programs will be integrated into the Science classroom. This will link in with the netbook trial in year 5 across the Barwon South West region.

Preparation for the Ultranet will continue with an emphasis on encouraging staff to use ICT resources to organise and deliver their curriculum. Web 2 and Sharepoint technologies will be used by a growing number of staff to structure their curriculum and resources, as well as changing the pedagogical methods they use in the Teaching and Learning process. Collaborative learning models with the support of ICT will be used to investigate different ways of delivering the curriculum.

The end of our current strategic plan gives the opportunity to review where the school is currently heading and the vision and shared purpose that drives the school community in its pursuit of excellence. The new strategic plan will give the direction and sense of purpose that will drive the future improvement of the school. Hawkesdale P12 College will continue to work with the wider education community to improve the educational outcomes of the students in our community. The school will have as a priority improving the connections with all of its feeder schools, particularly in relation to transition programs. As a P12 provider the school has introduced programs at year 6 and below that allow exposure to subject areas and teacher expertise that are not possible in tradition primary school settings. This puts the school in a position of being able to offer students in other primary schools similar opportunities. Hawkesdale P12 College will continue to provide students with excellent educational opportunities and continue to provide excellent outcomes for its students as the only P to 12 provider in its area.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$412,282.00
Commonwealth Government Grants	\$28,413.00
State Government Grants	\$18,940.00
Other	\$184,266.00
Locally Raised Funds	\$236,090.00
Total Operating Revenue	\$879,991.00
Expenditure	
Salaries and Allowances	\$50,050.00
Bank Charges	\$1,211.00
Consumables	\$73,468.00
Books and Publications	\$9,009.00
Communication Costs	\$17,892.00
Furniture and Equipment	\$127,325.00
Utilities	\$39,186.00
Property Services	\$730,077.00
Travel and Subsistence	\$17,042.00
Motor Vehicle Expenses	\$13,783.00
Administration	\$11,730.00
Health and Personal Development	\$1,246.00
Professional Development	\$53,602.00
Trading and Fundraising	\$96,115.00
Support/Service	\$41,412.00
Miscellaneous	\$148,172.00
Total Operating Expenditure	\$991,024.00
Net Operating Surplus/- Deficit	-\$111,033.00
Capital Expenditure	\$104,667.00
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	\$14,166.25
Official Account	\$39,762.38
Investment No. 1	\$344,635.76
<i>Investment No. 2</i>	\$282,727.52
Co-op Shareholders Funds	\$4,124.54
Hawkesdale College Sports	\$12,623.07
Total Funds Available	\$698,039.52
Financial Commitments	2008 Actual
School Operating Reserve	\$124,472.43
Co-operative Bank Account	\$4,124.54
Assets or Equipment Replacement < 12 months	\$20,000.00
Revenue Received in Advance	\$2,000.00
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	\$5,000.00
Assets or Equipment Replacement > 12 months	\$20,000.00
Building/Grounds including SMS > 12 months	\$51,124.54
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	\$226,721.51

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 School Level Report, please contact Hawkesdale P12 College, 03 5560 7225