

2021 Annual Report to The School Community



School Name: Cobden Technical School (7088)



- 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 2021 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 25 May 2022 at 04:43 PM by Rohan Keert (Principal)

- This 2021 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 26 May 2022 at 03:30 PM by Jedda Couch (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, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

School Vision

Cobden Technical School's ethos is reflected in the initials 'CTS – Committed to Students.... Committed to Success.' We are committed to developing successful outcomes for students, whether in the pursuit of high-level academic achievement or the development of specific vocational skills. These, along with opportunities for sporting, cultural, environmental and artistic involvement, are able to develop in a school with clear, strong connections to the community and industry at both the local and regional level. Cobden Technical School is a place where everyone who wants to learn is welcome and encouraged to strive for success while appreciating that lifelong learning is enjoyable. We strongly believe that the development of emotional and intellectual intelligence, coupled with an environment where learning is enjoyable, are central to the development of our core values.

School Values

The school values were based on the development of the H.E.A.R.T, the head, and the hands. The HEART values are Honesty, Excellence, Accountability, Respect and Trust and are posted prominently around the school.

The staffing profile of Cobden Technical School includes a principal and assistant principal, 13.52 full time equivalent (FTE) teachers, 1.35 FTE leading teachers, 1.93 FTE para professionals, 0.2 FTE Instrumental Music Teacher, 2.0 FTE Learning Tutor, 5.33 FTE Education Support (ES) staff, Integration Teacher Aides 1.35 FTE.

Geographic location - Cobden is 200km SW of Melbourne. It has a population of 1,839. The LGA is Corangamite Shire.

Size and structure - Despite reduced enrolments, Cobden Technical School is on a large site. It has a Trade Training Centre, a double gymnasium, outdoor synthetic courts, food technology centre, BER science centre, a sports oval, and expansive grounds including a Stephanie Alexander Kitchen Garden. The school underwent a significant accessibility upgrade during 2019.

Social characteristics - The overall socio-economic profile is low-mid and the trend is steady.

Enrolment characteristics - The enrolment trend has been declining

Special programs - Corangamite Trade Training Cluster (CTTC) offering VET (Building and Construction, Automotive, and Electrotechnology); Hands-On Learning; Literacy and numeracy support through the Tutor Learning Initiative; and Middle Years Literacy and Numeracy Support (MYLNS) for students who tested below the national minimum standard for NAPLAN.

Framework for Improving Student Outcomes (FISO)

1.a

Learning, catch-up and extension priority

MYLYNS staff and tutors to be identified for the 2021 staffing and tutoring program

MYLYNS staff and tutors to identify appropriate assessment tools (in the absence of NAPLAN 2020) to use to identify MYLYNS and tutor students

Identify the students to participate in the Tutor and MYLYNS Programs

MYLYNS staff and tutors to co-ordinate appropriate timetable and staffing for supporting students in-class and in withdrawal programs

Plan the intervention/extension program

MYLYNS staff and tutors to develop timetable for ongoing monitoring and evaluation of students' learning growth

Individual Learning Plans for all students identified to take part in the TLP

Identified students participate in individual and Small group intervention

Provide intervention/support/extension for identified equity students

Induction for all staff on expectations e.g Instructional Model, conducting assessments

Conduct Peer observations and feedback on focus area each term

Monitor and adjust the implementation of the intervention/extension program
Evaluate the impact of the tutoring program
Develop documented Literacy curriculum at all year levels

1.b

Happy, active and healthy kids priority

School Wellbeing staff, HAPE staff and the Assistant Principal will form a Wellbeing team to develop a Health and Wellbeing plan for school for the year

HAPE and Wellbeing staff to be provided with time (7-session day times) and space to promote health and wellbeing activities and awareness

New school counsellor to be appointed

Youth Mental Health First Aid training to be delivered to students to support their emotional wellbeing and capacity to support peers. (Grant obtained)

Make all parents aware of attendance follow-up processes

Phone calls home every day to parents of students who have been recorded as absent unauthorised

1.c

Connected schools priority

Create a Community Engagement Leader to build and strengthen relationships, identify opportunities for partnerships, and monitor community engagement over time

Existing and potential community connections to be identified and appropriate teaching staff provided with opportunities to liaise with community groups

Communications calendar to be created to timetable key school events and plan for appropriate communications with families

Consultation with students, parents/carers/kin, community and staff groups in the development of the school vision and values and development of the new SSP

Engage community members in the day-to-day activities of the school through newsletters, social media, and information or discussion sessions

Invite local community members and leaders to school open days, fetes, fundraising activities, assemblies, concerts and other school events that encourage them to feel welcome and part of students' learning and engagement

Achievement

Teacher collaboration, with time specifically allocated to this, has enabled significant professional development for the staff involved in this program. Informal peer observations, given the way in which the program is being staffed, supports its implementation. Consistent and effective use of student learning data, through the use of Essential Assessments, has supported understanding of student learning growth. The consistent running of the program, in the way that students are involved in the learning program, has supported their engagement with the program. Student willingness to demonstrate and achieve growth has increased through the above factors. These changes have been evidenced through student learning growth data available through the available tools, including particularly Essential Assessments. Student engagement and behavioural data has also demonstrated change and growth in the students. We are tracking to shift from 'evolving' to 'embedding' in the FISO continua.

Engagement

Change in staffing led to some confusion over access to a grant to support the YMHFA course for students - this has also begun to be offered free-of-charge, so this program will be deferred and the grant reallocated. The change to SubSchool Leadership profile in advance of 2021 has enabled scheduling of daily calls home by these staff and school wellbeing staff to attempt contact with every family on the first day of student absences. The new school counsellor was appointed successfully from the first advertising of this role and the new staff member has joined as an effective member of the team.

Wellbeing

Limitations due to COVID restrictions have hampered some of the projects throughout the year so far, forcing a number of cancellations of planned connections, meetings or events. Major school events involving significant community contributions have had to be reduced in scope or changed in terms of timing. This may mean that future events will be designed in such a way that their conduct won't be impacted by future restrictions. Further connections to be established and maintained through regular appearance of school representatives at community meetings (including, for example, Rotary, Progressing Cobden, Probus etc) in order to support mutual understanding of possibilities and priorities in the way that the school connects with its community.

Finance performance and position

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

- (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 10 Mar 2022 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.

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.

For more detailed information regarding our school please visit our website at
<https://www.cobtech.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 129 students were enrolled at this school in 2021, 50 female and 79 male.

4 percent of students had English as an additional language and 8 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).

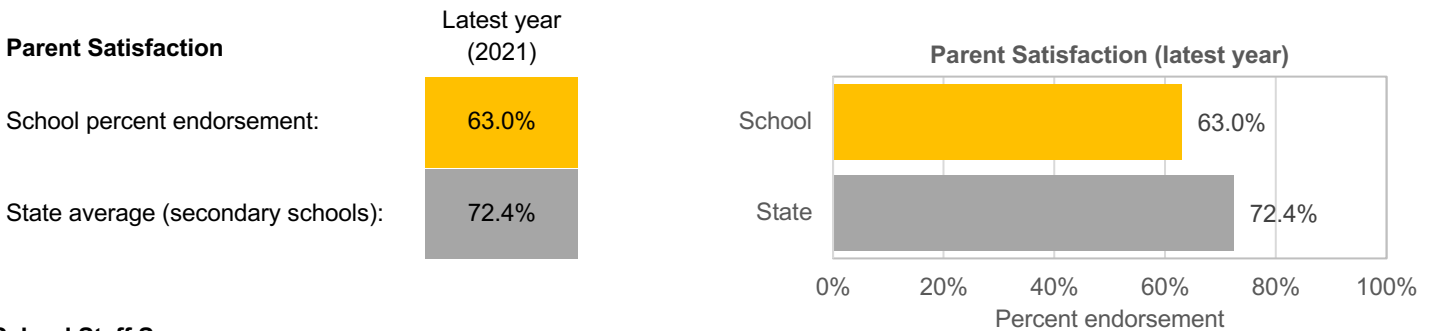
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

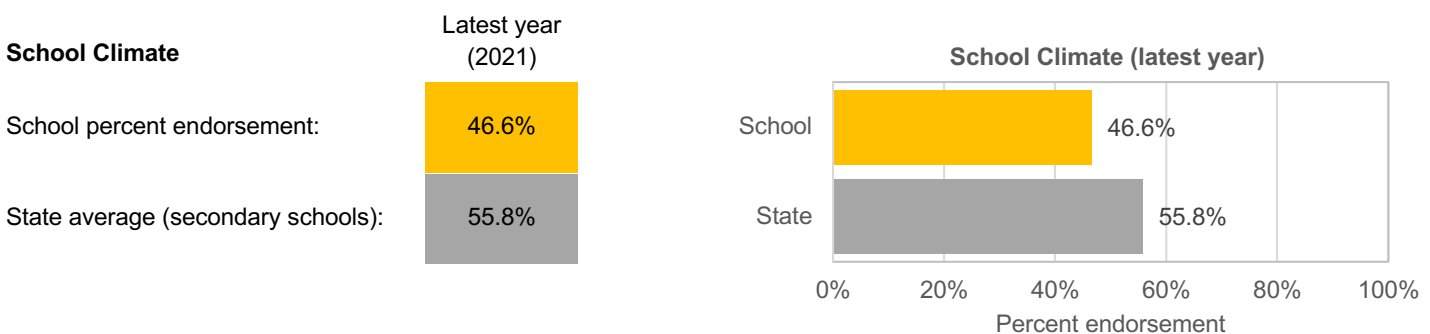


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

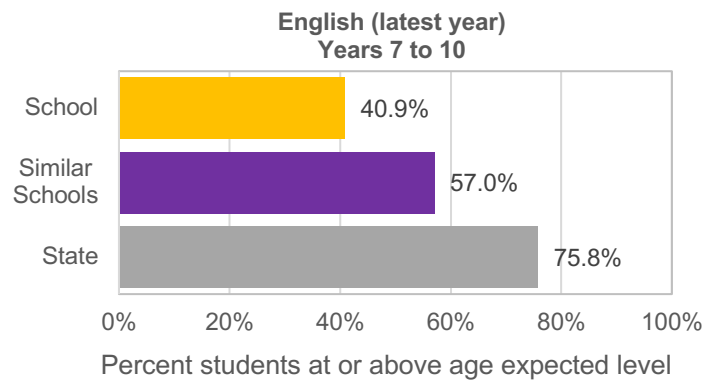
40.9%

Similar Schools average:

57.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

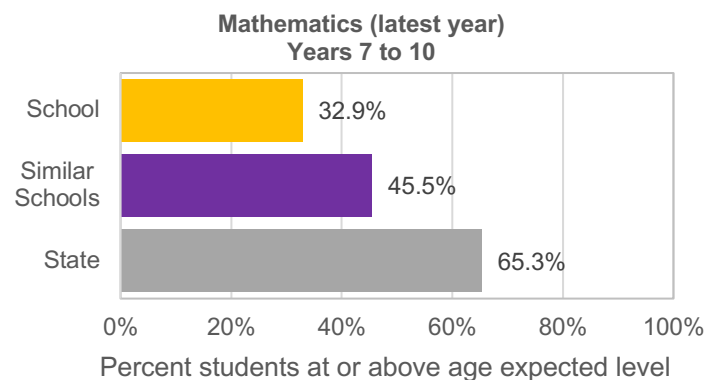
32.9%

Similar Schools average:

45.5%

State average:

65.3%



ACHIEVEMENT (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.

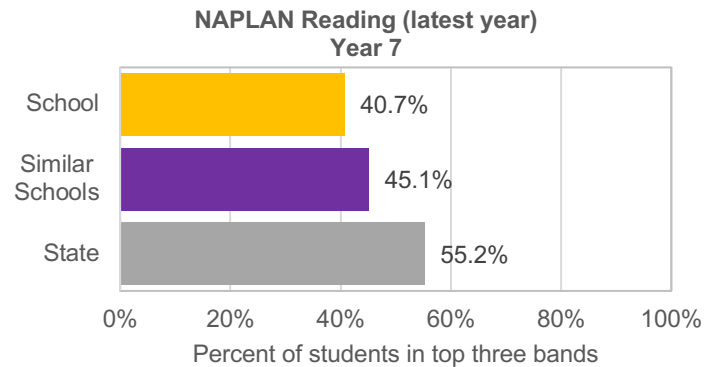
NAPLAN

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 2018, 2019 and 2021 data.

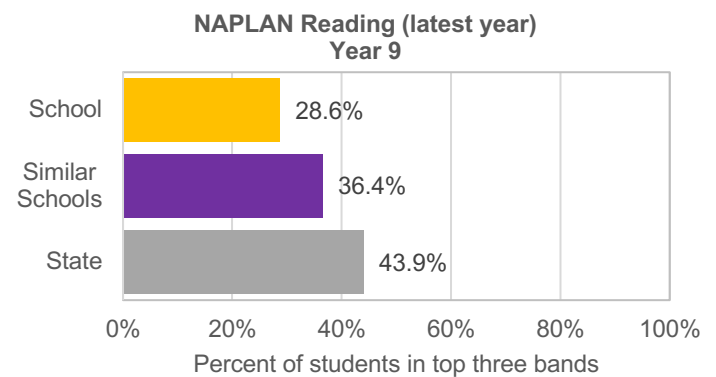
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.7%	35.8%
Similar Schools average:	45.1%	45.6%
State average:	55.2%	54.8%



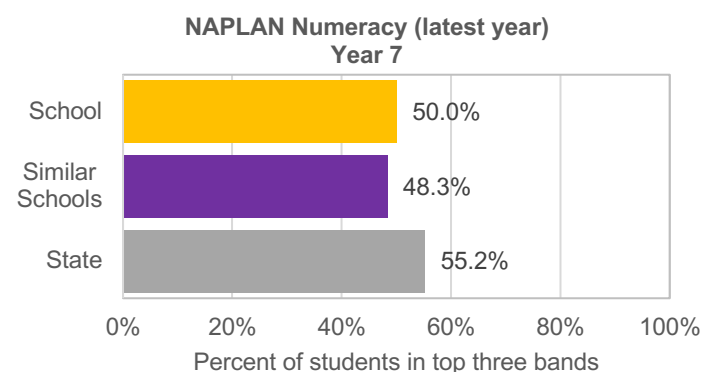
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	22.2%
Similar Schools average:	36.4%	40.5%
State average:	43.9%	45.9%



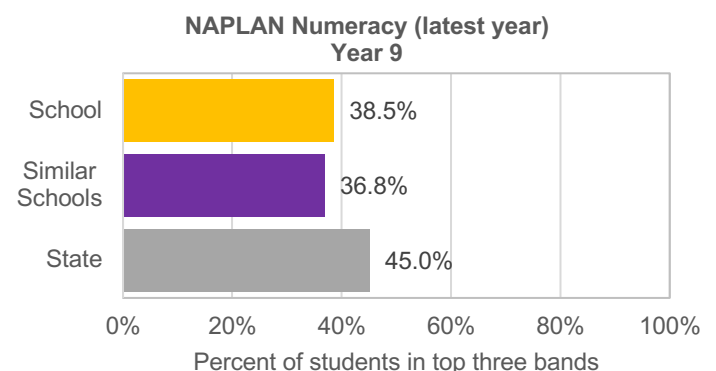
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	44.0%
Similar Schools average:	48.3%	47.8%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.5%	37.3%
Similar Schools average:	36.8%	41.6%
State average:	45.0%	46.8%



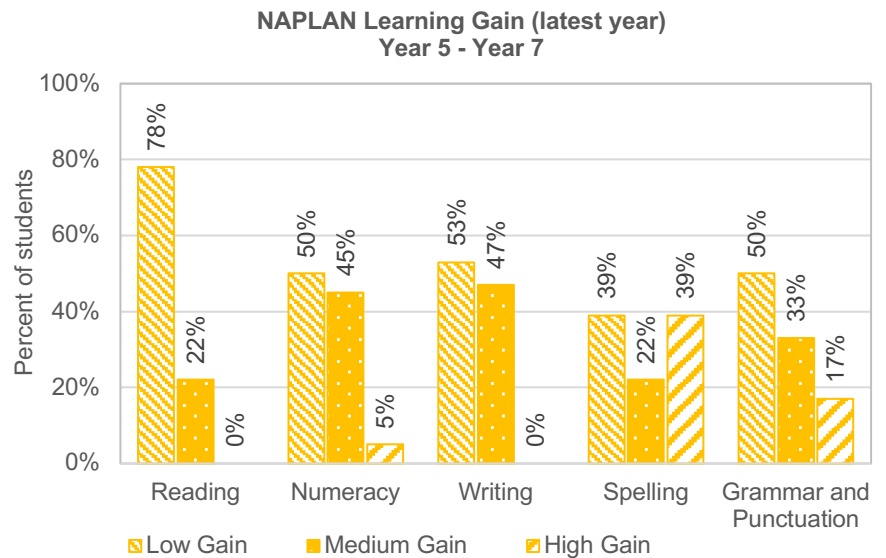
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

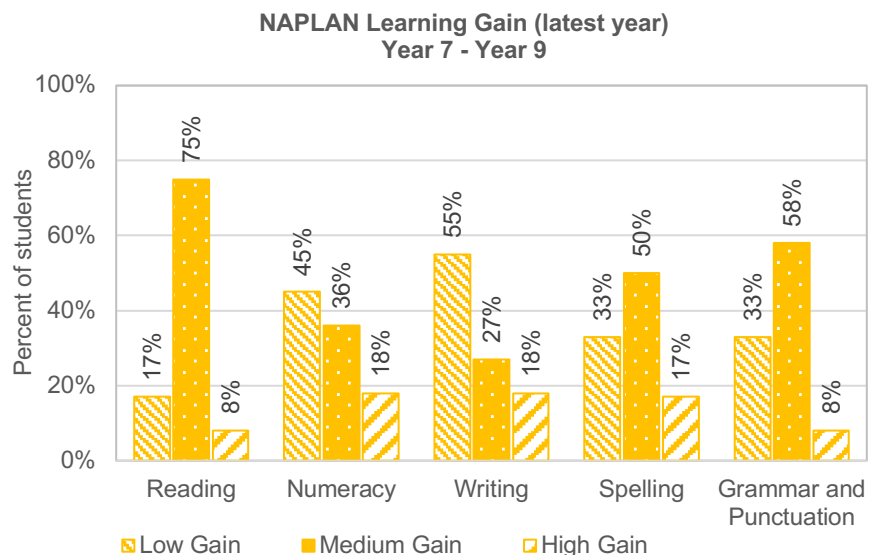
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	78%	22%	0%	17%
Numeracy:	50%	45%	5%	19%
Writing:	53%	47%	0%	16%
Spelling:	39%	22%	39%	22%
Grammar and Punctuation:	50%	33%	17%	19%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	75%	8%	21%
Numeracy:	45%	36%	18%	21%
Writing:	55%	27%	18%	16%
Spelling:	33%	50%	17%	22%
Grammar and Punctuation:	33%	58%	8%	22%



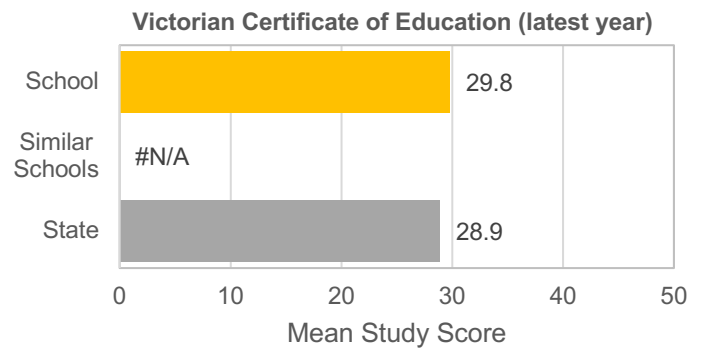
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.8	23.9
Similar Schools average:	28.0	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

89%

VET units of competence satisfactorily completed in 2021*:

81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

76%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

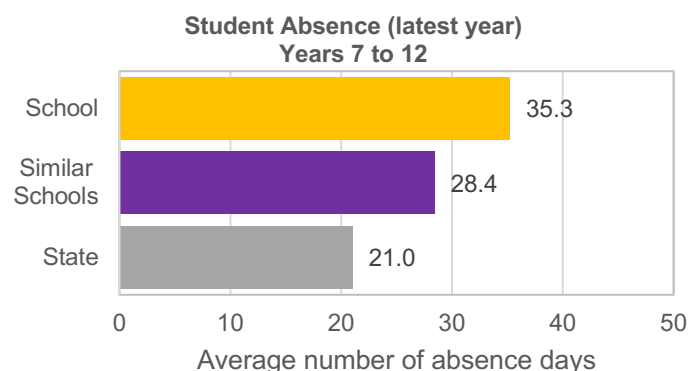
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	35.3	32.2
Similar Schools average:	28.4	25.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

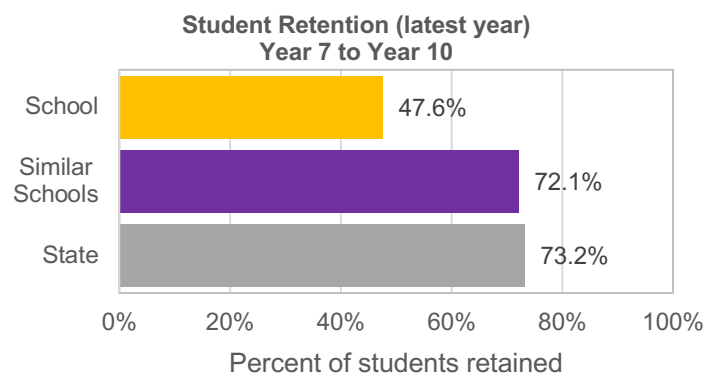
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	80%	84%	76%	85%	91%

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 (2021)	4-year average
School percent of students retained:	47.6%	63.9%
Similar Schools average:	72.1%	71.3%
State average:	73.2%	72.9%



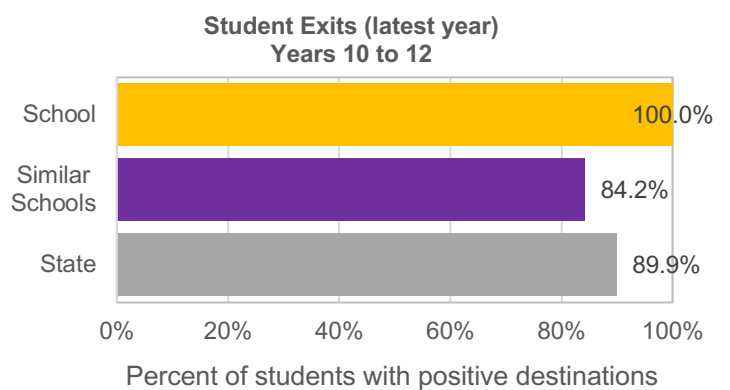
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	84.2%	84.3%
State average:	89.9%	89.2%



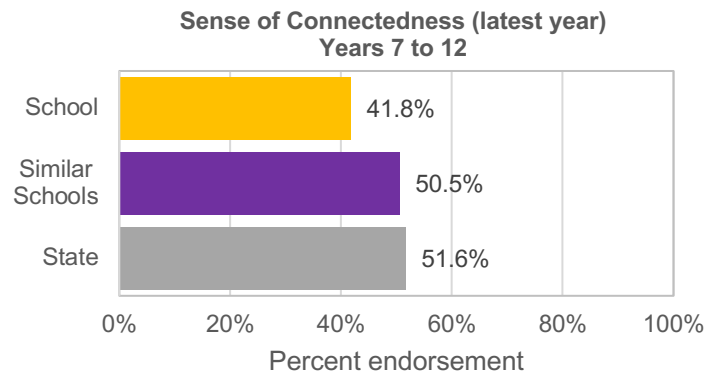
WELLBEING

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 (2021)	4-year average
School percent endorsement:	41.8%	36.8%
Similar Schools average:	50.5%	54.4%
State average:	51.6%	54.5%

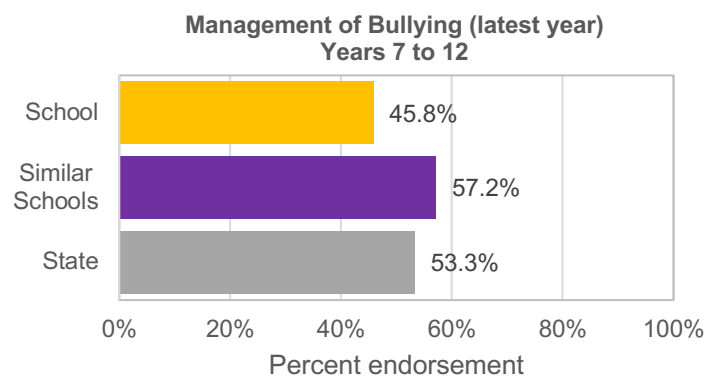


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	45.8%	37.4%
Similar Schools average:	57.2%	60.5%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,693,309
Government Provided DET Grants	\$684,343
Government Grants Commonwealth	\$7,450
Government Grants State	\$17,800
Revenue Other	\$114,990
Locally Raised Funds	\$154,906
Capital Grants	\$0
Total Operating Revenue	\$3,672,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$138,185
Equity (Catch Up)	\$7,547
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$145,732

Expenditure	Actual
Student Resource Package ²	\$2,773,897
Adjustments	\$0
Books & Publications	\$629
Camps/Excursions/Activities	\$49,344
Communication Costs	\$9,917
Consumables	\$84,041
Miscellaneous Expense ³	\$27,903
Professional Development	\$26,053
Equipment/Maintenance/Hire	\$53,982
Property Services	\$193,237
Salaries & Allowances ⁴	\$55,779
Support Services	\$69,319
Trading & Fundraising	\$34,710
Motor Vehicle Expenses	\$3,899
Travel & Subsistence	\$0
Utilities	\$38,868
Total Operating Expenditure	\$3,421,577
Net Operating Surplus/-Deficit	\$251,221
Asset Acquisitions	\$76,804

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,815,009
Official Account	\$31,279
Other Accounts	\$0
Total Funds Available	\$1,846,288

Financial Commitments	Actual
Operating Reserve	\$98,285
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,510
School Based Programs	\$373,862
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39,536
Repayable to the Department	\$80,656
Asset/Equipment Replacement < 12 months	\$33,522
Capital - Buildings/Grounds < 12 months	\$1,003,202
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$84,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,944,573

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.