

2019 Annual Report to The School Community



School Name: Fountain Gate Secondary College (8870)



FOUNTAIN GATE
SECONDARY COLLEGE

- 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 2019 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 26 March 2020 at 06:23 PM by Carolyn Bamberg (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 April 2020 at 02:00 PM by Gillian Gavin (School Council President)

About Our School

School context

Fountain Gate Secondary College was established as a Year 7-12 stand-alone school in 2009. The school is located in Narre Warren within the south-east growth corridor of the City of Casey and in 2019 has a total enrollment of 1,228 students. We provide an excellent, comprehensive education for the Narre Warren community in a secure, supportive and educationally challenging environment.

The College recognises and values the diversity of its community that is drawn from different social, economic and cultural backgrounds. We have well-established relationships with our feeder Primary Schools through the Fountain Gate Cluster and 'programs partnership' with our Alliance Colleges, Gleneagles Secondary College and Hallam Senior College.

In 2019, the school's enrolment was 1,228 students, divided into three sub-schools: a junior school, comprising 11 classes of Year 7 students and 11 classes of Year 8 students; a middle school, comprising 11 classes of Year 9 students and 9 classes of Year 10 students; and a senior school offering a wide range of VCE, VCAL and VET options across the three Alliance schools.

Drawing from our PRSE and School Review findings, our school will aim to:

1. Continue to implement the Whole School Improvement Plan, with an increased focus on excellence in teaching and learning, by way of embedding the College Instructional Model, Guaranteed and Viable Curriculum, PLCs, rigorous professional development program, and peer observation program. (FISO: Excellence in Teaching and Learning)
2. Develop a curriculum and pedagogical model that builds upon a positive climate for learning, which allows for greater student agency in learning and student empowerment across the College, via greater student leadership and decision making. (FISO: Positive Climate for Learning)
3. Increase Literacy and Numeracy growth through the use of Innovative Learning Centres, and an intentional approach to RTI through data informed differentiated learning, targeted intervention, and allied professionals. (FISO: Excellence in Teaching And Learning)
4. Further develop teacher capacity in shared instructional leadership through professional development and coaching (FISO: Professional Leadership)
5. Design and implement a comprehensive pastoral program to focus on developing student capacity for resilience, emotional and social intelligence, independent learning and effective learning habits.(FISO: Positive Climate for Learning)
6. To enhance community engagement in learning by strengthening relationships with our feeder primary schools, and continue to build existing partnerships with parents and the wider community. (FISO: Community Engagement in Learning)
7. Further develop pedagogy, curriculum and learning environments to enable deep learning. (FISO: Excellence in Teaching and Learning)

Key priorities

To ensure the Education State 10 year targets are met through:

- Achieving high levels of attendance
- Highly effective pastoral program with a significant teacher in place, ensuring happy, healthy and resilient kids
- Highly rigorous and engaging teaching and learning: Restructuring the learning program to increase student agency yet maintaining quality, guaranteed and viable curriculum
- High functioning PLCs based on our evidence based learning cycle
- Maximising student pathways and post secondary school outcomes
- A rigorous performance and development program, and observation and coaching model

The staffing profile consisted of EFT 103 Teaching staff and 32 ES staff. There were four principal class staff for 2019.

Our Vision: We at Fountain Gate Secondary College aim to develop independent, curious, creative and critical learners who demonstrate respect for themselves, each other and their community. We ensure a safe, orderly learning

environment in which students are empowered to take responsibility for their learning, through the provision of a rigorous academic program. We empower students to embrace positive pathways that lead them towards responsible and productive local and global citizenship.

Our School Values: Fountain Gate Secondary College is committed to providing a high quality educational program that supports all students to fulfill their potential and achieve their goals in life. We understand that learning involves the curious pursuit of new ideas, insights, attitudes, knowledge, understanding and skills, which aim at fostering critical and creative thinking, and therefore deeper learning. Our values are Responsibility, Respect, Honesty and Endeavour.

Framework for Improving Student Outcomes (FISO)

The College continues to focus on two key areas within the Framework for Improving Student Outcomes (FISO): Building Practice Excellence and Positive Climate for Learning. This included:

- Embedding the College Instructional Model
- Enhance student voice and agency in their learning
- Developing actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.

Our College continued to embed a strong Professional Learning program, developed and delivered by a group of staff led by our Learning Specialists. In 2019 the school focused on learning in the areas of our Instructional Model (based on Fisher and Frey's Gradual Release of Responsibility) and Understanding by Design (UbD) as a framework for curriculum development. Our College is a proud member of the Futures Schools' Alliance, and through our partnership, began developing improved curriculum based on choice, agency and deep learning. We achieved greater access for early VCE through our Year 10 curriculum, rich learning through UbD and Project Based Learning (PBL), and for the first time, introduced greater agency through Choice curriculum from 7-10.

Our flagship Endeavour program completed its first year of full operation, culminating in an Exhibition of Learning in Term 4. This program, with PBL as a design framework and incorporating collaborative learning saw students using skills in citizenship, communication, critical and creative thinking. Students used state of the art technology, supported by state of the art facilities.

Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. NAPLAN results demonstrated significant decrease in students achieving below National Minimum Standards, particularly in Writing, and improvement in High Growth and Achievement in Reading for students in the top two bands. Our Staff Opinion Survey and Attitudes to School Survey continues to grow, particularly in the areas of Academic Emphasis and Stimulated Learning.

Our College continued its participation in the Southern Region's Phase 3 Secondary School Reading Project. This work largely targeted reading pedagogy, and in particular, the mini-lesson. Further improvements included the introduction of Reader's Workshop, Writer's Notebook, and fluid groupings in the Learning Centre. Students identified as needing further support engaged in the Fountas and Pinnell Reading Intervention Program at Years 7 and 8.

In Numeracy, we increased our leadership to include a Numeracy Coach and Learning Specialist, and restructured the Numeracy Learning Centre. Work began on developing a new pedagogical model for numeracy at Years 7 and 8, to be implemented in 2020.

Engagement

Fountain Gate Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

This year the College focused on KIS related to the FISO dimension Setting Expectations and Promoting Inclusion.

The work in this area included:

- Implementing the first year of the Endeavour Program
- A review and redesign of the Curriculum Map to allow for greater student choice and engagement
- The PLT focus on Understanding By Design to ensure teaching and learning programs are stimulating, rigorous and highly authentic
- The PLC Inquiry Cycle was implemented to ensure staff are engaged in collaborative practice tailoring the learning for individual students
- Designing a pastoral program (Gateway) to allow students to regularly reflect on learning, and greater agency in their learning.

All areas of the Attitudes to School Survey targets were met including Teacher Concern, Student Voice and Agency and Respect for Diversity. Whilst the majority of our students continue to come to school almost every day, we still endeavour to engage some students who unfortunately have extended periods of absence. The College has recruited a Re-Engagement Officer, runs a Bus Program every morning, has started Breakfast Club, and engages with outside agencies to support students choosing not to come to school.

Wellbeing

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results.

Student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2019, the school continued to promote a positive learning environment for all students through our Whole School Behaviour Management Plan, Learning Habits and Non-negotiables. We employ a variety of specialists through Headspace in Schools, including three clinicians, an Occupational Therapist, and recently, a Speech Therapist and Psychologist. We continue to offer the Doctors in Schools program, whilst working closely with the Centre for Multicultural Youth and Foundation House to support our growing EAL and refugee population.

Parent Satisfaction continues to be high in all areas of the Parent Opinion Survey, with over 80% endorsement on all but two areas, which recorded 76% and 75%.

The staff satisfaction, according to the School Staff Survey, continues to grow in the key fields of Professional Leaders, School Leadership and School Climate.

Financial performance and position

Fountain Gate Secondary College maintained a very sound financial position throughout 2019. The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$1,614. Equity funding was allocated to supporting the Literacy and Numeracy Learning Centres, Literacy and Numeracy leadership and Headspace in Schools. Buildings Works included the development of the school oval, refurbishing portables for our growing enrollment, locker bays, a new Media room, improving school grounds through artificial turf, increased student facilities such as a rage cage and adolescent playground, and the upgrading toilet facilities.

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

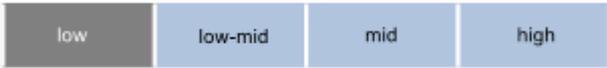
Performance Summary

The Government School Performance Summary 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.

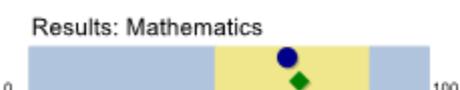
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 1228 students were enrolled at this school in 2019, 600 female and 628 male.</p> <p>43 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar </p> <p>Similar </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>		<p>Below </p> <p>Similar </p>

Performance Summary

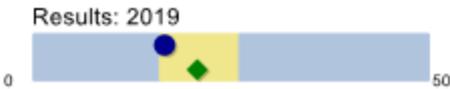
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year 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'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **99%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **15%**
 VET units of competence satisfactorily completed in 2019: **73%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar	 Below											
Engagement	Student Outcomes	Similar School Comparison													
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Above </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	90 %	91 %	92 %	91 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
92 %	91 %	90 %	91 %	92 %	91 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below </p>													
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>													

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$12,599,842
Government Provided DET Grants	\$2,841,736
Government Grants Commonwealth	\$38,252
Revenue Other	\$77,049
Locally Raised Funds	\$856,962
Total Operating Revenue	\$16,413,841

Equity ¹	
Equity (Social Disadvantage)	\$1,715,609
Equity (Catch Up)	\$98,022
Equity Total	\$1,813,632

Expenditure	
Student Resource Package ²	\$12,278,252
Books & Publications	\$6,658
Communication Costs	\$21,773
Consumables	\$446,331
Miscellaneous Expense ³	\$1,264,038
Professional Development	\$50,392
Property and Equipment Services	\$542,319
Salaries & Allowances ⁴	\$479,511
Trading & Fundraising	\$106,225
Travel & Subsistence	\$3,891
Utilities	\$120,684
Adjustments	(\$521,075)
Total Operating Expenditure	\$14,798,999
Net Operating Surplus/-Deficit	\$1,614,841
Asset Acquisitions	\$1,200,752

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$882,348
Official Account	\$184,399
Other Accounts	\$0
Total Funds Available	\$1,066,747

Financial Commitments	
Operating Reserve	\$489,636
Funds Received in Advance	\$229,690
School Based Programs	\$23,999
Beneficiary/Memorial Accounts	\$1,400
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$230,300
Maintenance - Buildings/Grounds < 12 months	\$56,722
Asset/Equipment Replacement > 12 months	\$15,000
Total Financial Commitments	\$1,066,747

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 20 March 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

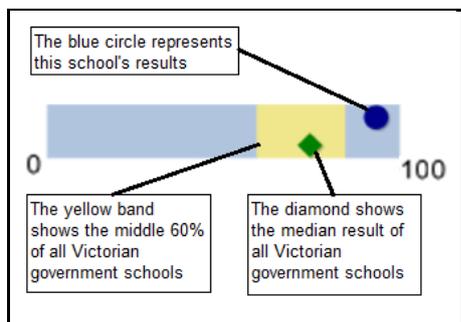
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').