

Roxburgh College
School Number 8407

2008 Annual Report to the
School Community



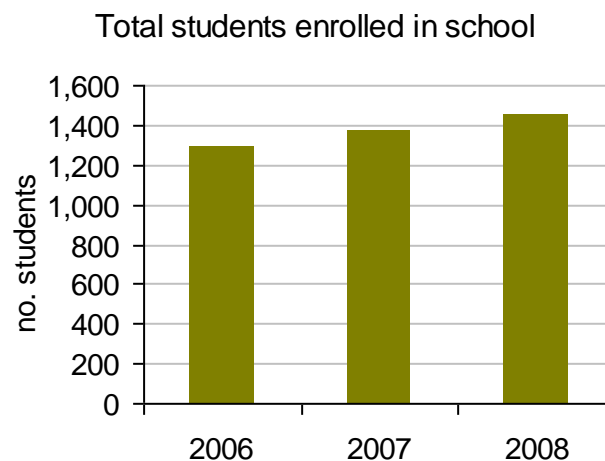
Introduction

This Annual Report to the School Community for 2008 outlines the progress that Roxburgh College has made in achieving its goals as set out in the Strategic Plan. The process of preparing this Report has allowed the college to celebrate our successes and focus on areas that we have identified as being of concern or in need of improvement. The evaluation of our college programs, our operation and our data has been an enlightening process and it has given us the opportunity to gather information and interpret trends so the college community can gain a more thorough understanding of what makes Roxburgh College the unique community that it is.

School Overview

Roxburgh College is a single campus Year 7 to 12 co-educational secondary college that was built to cater for the needs of Roxburgh Park, a new community on the northern fringe of Melbourne. The college opened in February 2003 following the closure and relocation of Upfield Secondary College to the new site.

The total number of students enrolled at the college has increased dramatically over the past three years. Enrolments have increased from 1291 in 2006 to 1368 in 2007. The student population in 2008 was 1453.



Roxburgh College operates with strong teams – Principal Class, Leading Teachers, Professional Learning Teams, Key Learning Areas and Curriculum and Consultative Committees. In 2008, the college was organised on a Junior, Middle and Senior sub-school model. In the Junior and Middle Sub-Schools, students studied core and elective subjects across the eight Key Learning Areas. As students progress through the school, a greater component of their studies becomes elective. The compulsory school uniform at all levels supports the college identity. Parents see the college as an approachable place. The school mean for Approachability in the 2008 parent survey was 5.18 compared to the state secondary mean of 5.12.

Student engagement and well-being is linked to the physical surroundings, in particular, the maintenance of the college buildings and the development of the grounds. The permanent brick buildings are supplemented with relocatable classrooms. The facilities are very well maintained and the school has spent considerable funds and effort to tie in relocatables with gardens, covered areas and hard surfacing to further enhance the college environment. In 2006, the college successfully applied for Community Facilities funding, through the Victorian Government, to assist in the construction of a Performing Arts Centre which was completed in July 2008.

The college represents a diverse and multicultural community. Approximately 65% of our students are recipients of EMA and about 79% come from families where a language other than English is spoken at home. There are 17 different languages represented and 15% of the students were born overseas. Our students come to the college with complex language backgrounds and while they are orally literate, they often struggle with written English.

The development and enhancement of Literacy and Numeracy skills, essential to success in all learning areas, continued to be the major curriculum focus in 2008 with the effective implementation of the Literacy in Action and Working Mathematically programs as goals in the Strategic Plan. The college's balanced curriculum with core and elective choices, specialist programs and routine incorporation of ICT, effectively supports and enhances students' physical, social, personal and interpersonal discipline- based and interdisciplinary learning.

Roxburgh College gives priority to literacy and numeracy learning and to the development of the skills, knowledge and personal qualities that students will need to fulfil their potential, participate as effective citizens, have a rewarding role in the workforce and lead fulfilling personal lives.

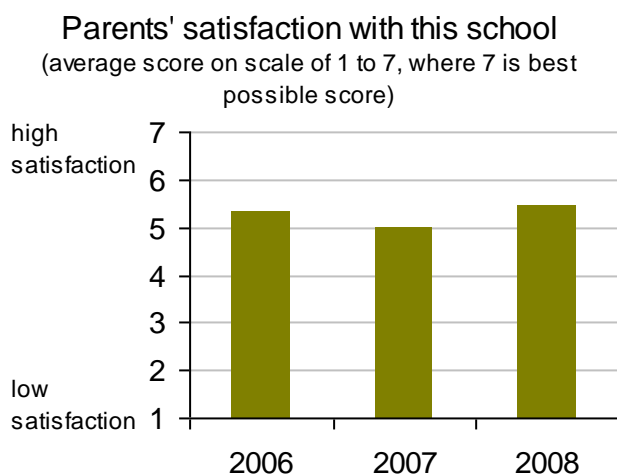
During the second half of 2006, the college responded to a data-driven self-assessment of the school by linking it to the development of the 2007-2010 Strategic Plan. The process included an orientation visit by the external reviewer, John Coulson in August, including a tour of the college's facilities, and the review panel met in early September to discuss the data in the 2005 School Self-Evaluation and make recommendations for the new Strategic Plan. The Strategic Plan 2007-2010 includes goals and targets for student progress and achievements in the areas of Student Learning, Student Pathways and Transitions as well as Student Engagement and Wellbeing. This Annual Report for 2008 examines the college's performance in each of these areas.

The college vision from the Strategic Plan states that Roxburgh College is dedicated to being a school in which:

- every student reaches an acceptable level of literacy and numeracy.
- there is a challenging curriculum with motivated and resilient students who are equipped to be life- long learners.
- there is a positive and co-operative environment in which teaching and learning are highly valued by the school community and success celebrated.
- students benefit from a variety of pathways to higher and further education, training and work.
- students and teachers embrace new technology
- students strive for excellence
- students take on responsibilities and accept leadership roles.
- all members of its diverse community are valued
- there is a harmonious and welcoming relationship with the community.
- buildings, facilities and grounds are both effective and attractive.

Parent Satisfaction

In the Parent Opinion survey, parents were asked to rate a number of statements using a scale where 1 = strongly disagree and 7 = strongly agree. The graph below represents the extent to which parents agree with the statement, "Overall, I am satisfied with the education my child receives from their school". The result is shown on the 1 to 7 scale and the mean score for Roxburgh College in 2008 is 5.44 – an improvement on previous years. This compares with the result for all state secondary schools of 5.32. The school mean for this variable in 2006 and 2007 was 5.31 and 4.97 respectively.



Teacher Satisfaction

Teacher Satisfaction is determined by using the "School Morale" variable in the staff survey. The average score for teacher satisfaction (morale) at this school was 50.0 on a scale from 1 to 100 where 100 is the best possible score. The state secondary median for this variable is 60.2.

Teacher Absence

This data for 2008 will be available in May of 2009.

Teacher Retention

Of the 134 teaching staff at Roxburgh College at June 2007 (including those on leave without pay), 117 or 87% 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. The professional learning program consisted of a combination of in-school and externally provided programs. The major professional development focus, literacy and numeracy learning, will be covered later in this report.

The implementation of VELs, in particular assessment and reporting, was a key curriculum improvement strategy in 2008 as teachers used the new student reporting format for the first time. Key Learning Area priorities were set so that all course outlines and assessment tasks were prepared to meet the requirements and reporting expectations of the Victorian Essential Learning Standards (VELs) framework. The main professional development programs focused on extensive mentoring for beginning teachers, Professional Learning Teams under the High Performing Schools Program, Leading Teacher development programs and linking teacher performance plans to the use of multiple sources of feedback to improve teaching and learning.

Programs for on-going professional learning support teachers to continually monitor their performance and the curriculum delivered. The mentor and induction programs for graduates were reviewed and extended in 2008 to include all new staff, not only graduate teachers. As part of this program, staff were given the opportunity to undertake professional development in giving and receiving feedback.

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?DocumentID=241>.

Principal's Report

2008 was again an exciting and eventful year for the college, our fourth year as a Year 7-12 college at Roxburgh Park with our first group of Year 12 students being students who attended from Year 7. During the year our students again demonstrated their skills, talent and enthusiasm in a wide range of areas and activities, both in and outside the classroom. We celebrated their efforts and achievements at the Year 12 Valedictory Night in November and the Annual Awards Night (Year 7-11) in December. Students were also recognised for their efforts by receiving Principals' and Co-ordinators' Awards at Sub-School and Year Level Assemblies throughout the year.

The 2008 School Performance events were a big success in September. Claudia Marni, Sonay Ismail, Peter Jones, Jason Mill, Jane Geerling and Fionnuala Sharkey did a terrific job in bringing together the cast of talented students, from all year levels, as well as our neighbouring primary schools to put on a fantastic show. There were also some other outstanding performances by our school bands during the year. The bands performed incredibly well at the NMR "School of Rock" concert in June and again by invitation at the NMR Schools Music Performance in August. They are a credit to the Music staff - Claudia, Sonay and Peter. Another highlight was the entertaining performances from our Drama students throughout the year at Drama Performances, the Comedy Night and at Awards Nights. Congratulations and thanks to Jane Geerling for her efforts with our students in this area. It is very pleasing to see the ongoing improvement of our students in the Performing Arts area, particularly since we have introduced VET Music and VCE Drama at the Senior School.

2008 was another very successful year for our sporting teams. The College Swimming and Athletics carnivals were very enjoyable days with lots of talent being displayed and with students from all sub-schools being involved. Freeman Devils (Red House) won the Athletics sports with the Patterson Dingos (Yellow House) winning the Swimming sports. The good work of the Senior Sport and Recreation students, who performed their duties as officials very capably, was appreciated. The Athletics team again did a great job at the Interschool Carnival in August and we again finished in third place overall. Congratulations to the boys in the U/16 relay team (Hamza Azel, Tamer Sirin, Johnathan Austin & Young Tonumaipen) who won a silver medal and Gameda Adem, who won a bronze medal in the U/17 1500m in the State Finals. We again had a number of very successful teams in the inter-school competitions this year and a large number of the teams were able to progress to Western Zone finals. We also had two teams, Year 7 Boys Soccer and Intermediate Boys Soccer and Hockey, who won their way through to the State Finals. The Year 7 and Intermediate Soccer teams finished as runners-up which was a fantastic achievement. It was also pleasing to see that the behaviour and sportsmanship of nearly all teams was very good. Congratulations to all the students who have participated in sport teams and thanks to all of the teachers who have coached teams. Special thanks to Nathan Johnson (Sport Co-ordinator) for his excellent organisation of the Sport Program.

It was a busy year for our Year 12 students. The year started with a very successful Study Camp at Cape Schanck in February. Other highlights were the Year 12 Formal in July and the Year 12 Farewell Lunch in October. A new Year 12 VCE High Achievers Program was introduced and our students worked closely with Craigieburn SC students in this program to further improve their results. The Senior VCAL students were again involved in some exciting projects involving the Blood Bank and Driver Education. The Year 12 Student Leaders again played a very important leadership role at the college this year. It was also really pleasing to see the great work of our students and teachers in the VET program recognised at the NMR VET Awards in November. We were the most successful school in the region with 9 students receiving awards. Our the Year 12 VCE results have improved and it was particularly pleasing that 165 out of 174 students gained a first round VTAC offer with 81 students gaining entry into University and 84 into the TAFE sector. I would like to thank all of the Year 12 students for their contribution to the college over the last six years and wish them every success in the future. I would also like to thank Neil Laws for his hard work in helping students with VTAC selections

There are a number of other areas in which our students again did particularly well during 2008. The college's Debating program has continued to develop and all of our teams, junior, intermediate and senior, had success in competitions. Thanks to Graeme Lunn and his assistants for their good work in this area. The Student

Representative Councils in each sub-school worked well and made good contributions to the decision making processes at the college. It was again very pleasing to see our students proudly wearing their Roxburgh College badges during the year – whether it be for Student Leader, Debating, Arts Leader, Performing Arts Leader, House Captain, Supportive Friend, Library Leader or SRC. Thanks to Katrina Cikes for her great work with our students in leadership programs. The Year 7 Camp to Cape Schanck and the Year 8 Camp to Howqua were again very successful, with teachers commenting on the enthusiasm and co-operation of the students who attended. It is also very pleasing that our students participated enthusiastically and responsibly in a wide range of excursions during the year. The Year 10 Formal in October at Melrose Receptions was another highlight of the school year. Other successful student programs in 2007 include: City Centre Project (Middle School), Product Design Challenge (Yr 9), Kids Conference (Yr 7) and Business Enterprise (Yr 11).

The teachers and support staff at the college again worked very hard during the year. Staff continued to be involved in the implementation of our two Strategic Plan priorities – Literacy and Numeracy. We also continued our involvement in the High Performing Schools Program for the first part of 2008. Staff worked in Professional Learning Teams with the aim of further engaging our students. It was very pleasing that three of our teachers (Sue Erdal, Caed Stephenson and Alison Bettesworth) were finalists in the Hume Inspiring Teachers Scholarship. Teachers from the college have continued to participate in a number of ongoing programs including Continuous Improvement in Schools, Success for Boys, Reading Comprehension, Parents as Career Teachers, Year 9 Integrated Project, Network Enhancement Teams, Leadership Development and Innovations and Excellence. It was also pleasing to see the good work of staff during Term 4 in implementing the successful 2008 Yr 11 and Yr 12 Orientation Programs and the One Step Up program (for Yr 7-9 students).

I would like to thank the parents and the school community for their support of the college again throughout the year. It was again a very busy year for the School Council and I thank the President, Mr. Andrew Smith, and the members for their efforts. I would particularly like to thank Andrew Smith and Steve Walsh who retired from School Council this year after many years of great service. Both Steve and Andrew have been on School Council from Roxburgh College's inauguration. Parent attendance and interest at Student Performances, Information Nights, Parent-Teacher Interviews and Course Selection Nights has been good again this year. It was very pleasing to see a very strong turnout of parents at the Year 7 2008 Orientation Day and Parent Information Night. Parent participation in the Computer Club, Jewellery class and the English class has also been pleasing. Congratulations to Seyda Yakmaz for her hard work with the parent groups.

During the year more work was done on our buildings and grounds and I have appreciated the efforts of Arturo Rigoli and the Buildings and Grounds team. In September we celebrated the opening of our Performing Arts Theatre and farewelled Roxburgh College's inaugural principal, Bob McFarlane.

I really appreciated the patience and commitment of staff (both teaching and non-teaching) who have helped me in the last six months as I took over from Bob as principal of this great school. I want our school to be the best school in the state and continue to acknowledge that this will not be achieved without the support of staff, parents and students. I am particularly grateful for the strong support and tireless efforts of the two Associate Principals, Ann Butler and Garry Wynne; Assistant Principals, Chris Peake and Helen Roumeliotis and the team of Leading Teachers.

Thank you all.

Fernando Ianni

Principal

Roxburgh College

School Council President's Report

2008 was an extraordinary year for the college in that we have achieved some memorable milestones.

Firstly, as Fernando stated in his report, 2008 saw the first group of Year 12 students who had enrolled as Roxburgh College students, as compared to former year students who mostly transferred from Upfield College, complete Year 12. Although Roxburgh College remains proud of its link with the former Upfield College, 2008 saw Roxburgh College come of age in its own right.

Secondly, we finally saw the completion of the building program for the college with the opening of the new Performing Arts Centre by the member for Broadmeadows Premier the Honourable John Brumby. This magnificent auditorium provides a first-class venue for the colleges' performing arts program as well as a much needed venue for the Roxburgh Park community and surrounding schools.

And finally, during the year we farewelled our inaugural principal Bob McFarlane who worked tirelessly during his time at Roxburgh College to help develop the marvellous facility that now exists for the education of our students and for the community of Roxburgh Park in general. Following Bob McFarlane's notice of resignation I was honoured to be the chairman of the selection panel that appointed his replacement. As you are aware, the selection panel recommended the appointment of Fernando Ianni to replace Bob and that recommendation was approved by the Education Department. We welcomed Fernando to the position mid-year and look forward to his positive input and leadership for years to come.

I have been proud of to have served on School Council for the seven years of its existence firstly, as a member, and for the past three years, as President and I look forward to providing future support to the college. I would however encourage a greater participation by parents in the activities of School Council. Amongst our community I am sure that a whole range of skills exist that would support School Council and its subcommittees in their ongoing role in the governance of the college.

Finally, School Council congratulates Bob, Fernando and the staff of the college for the continued improvement in the continuing gains being made by the students of the college in the broad range of programs that are provided for their education. These improvements are the result of the dedication of the teaching and support staff. The strategic planning and review process undertaken by the college supports the staff in their continued efforts to provide the high standard of service at Roxburgh College.

Andrew Smith

Student Progress & Achievements

Student Learning

What are we trying to achieve?

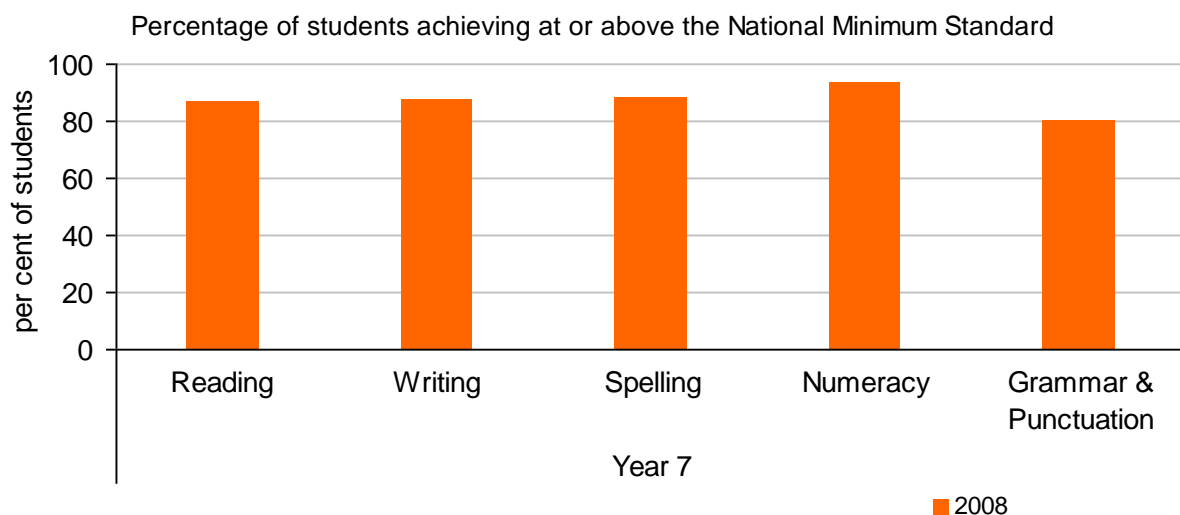
The 2007 – 2010 Strategic Plan sets out the following goals in the area of Student Learning:

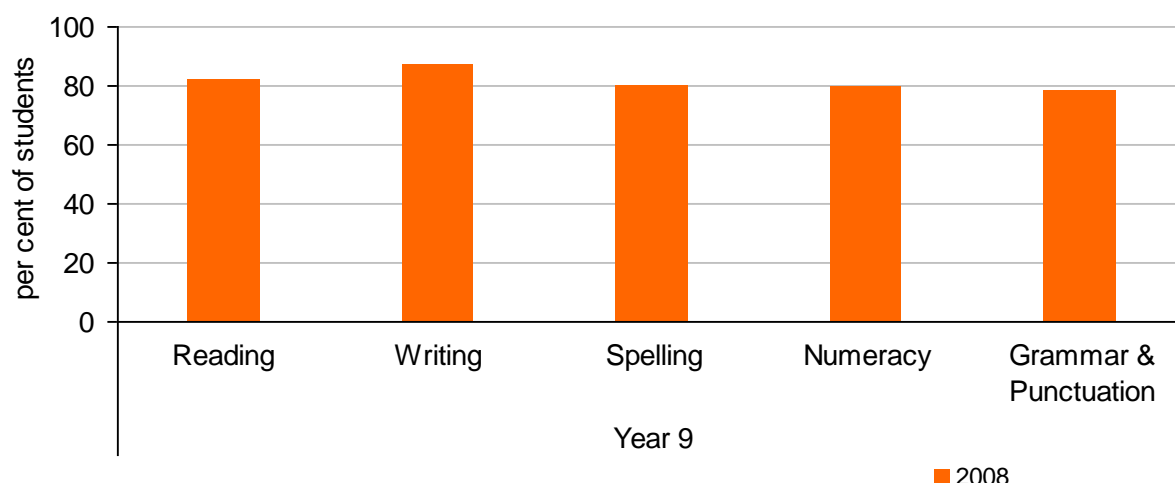
- To improve student learning and achievement in English with a focus on Years 7 to 10
- To improve student learning and achievement in Mathematics with a focus on Years 7 to 10
- To improve student achievement in post compulsory pathways

What progress has been made?

The National Assessment Program – Literacy and Numeracy (NAPLAN) conducted in May 2008, assessed Years 3, 5, 7 and 9 students across the nation in literacy and numeracy. For the literacy assessment, students completed three tests consisting of a Reading test, a Writing test and a Language Conventions test. For numeracy, Years 7 and 9 students completed two Numeracy tests, the second of which permitted the use of a calculator.

The graphs below, “Percentage of students achieving at or above the National Minimum Standard”, show the percentage of Year 7 and 9 students who, according to their NAPLAN results, were at or above the National Minimum Standard. This data is available for the first time in 2008. This Year 7 NAPLAN data provides a benchmark for the literacy and numeracy skills of the students coming into the college.





The data for Year 7 and 9 students in 2008 is as follows:-

YEAR LEVEL / SKILL	Number of students tested	% achieving at or above National Minimum Standard
Year 7 Reading	221	86.4
Year 7 Writing	220	87.2
Year 7 Spelling	221	87.8
Year 7 Numeracy	218	93.1
Year 7 Grammar & Punctuation	221	80
Year 9 Reading	199	82
Year 9 Writing	201	87
Year 9 Spelling	198	80.3
Year 9 Numeracy	205	79.5
Year 9 Grammar & Punctuation	198	77.8

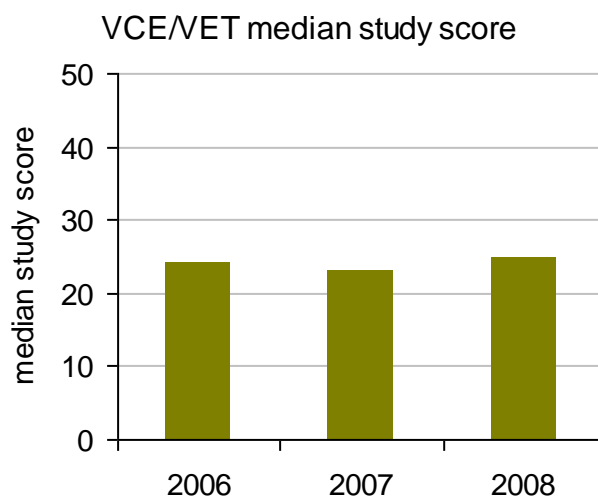
A range of new recommendations in the Literacy in Action program were formulated in 2008. These recommendations were in response to the results of KLA testing, AIM results, feedback from Restart and Literacy teachers as well as discussion, evaluation and suggestions made in consultation with an outside consultant, literacy leaders and the curriculum team. Some of these recommendations were; literacy and numeracy testing of in-coming Year 6 students on Orientation Day in December each year, beginning in 2007, to improve availability of diagnostic information to Form Care and other teachers prior to the start of the 2008 school year, continue with the pre and post testing (including documentation of results) in each KLA and revamp the NAPLAN testing process so that students are better prepared and trained in testing procedures. All teachers have been made aware of the terminology used in NAPLAN so that the terms can be used in classes to improve student knowledge of the meanings. New developments in the Literacy and ESL programs for 2009 are discussed in the Future Directions section of this report.

In 2008, the college consolidated the Working Mathematically program in Years 7 to 10 so that improvement in mathematics will be supported by the allocation of appropriate resources, improved pedagogy and professional development. Four numeracy leaders were appointed with a four period time allowance to work with Maths teachers at levels 7-10 to develop and trial specific numeracy support materials and strategies. They worked with an outside consultant, to improve numeracy learning.

In response to the increasing number of ESL students at the college, we established a well-resourced, stand-alone ESL Program in 2008. This included the provision of an ESL program budget and the appointment of an

ESL Co-coordinator as a Responsibility Position. Major aims of this initiative included the establishment of an ESL resource centre, improved identification and tracking of ESL students as well as improved staff knowledge of teaching strategies which will enhance learning outcomes for all students, in particular, ESL students. These aims were successfully achieved.

In 2008, the VCE median study score was 25 – in 2007 it was 23 and in 2006 it was 24. This is the middle score when all the VCE study scores obtained by students are ranked from highest to lowest.



During 2008, the Senior School program included the Homework Club, access to the Study Centre and study skills sessions. These sessions involved guest speakers, including past students, and addressed the issues of study techniques and motivation. In addition, all Year 12 students were involved in weekly MIPs (Managing Individual Pathways) classes with specialist teachers. The focus of these classes was to develop and model sound study habits. Issues discussed included study timetables, time management, effective study procedures, preparation for SACs (School Assessed Coursework) and the mid year GAT (General Assessment Task). Other issues relating to the transition from secondary schooling to tertiary education and/or training and employment were included in this successful program.

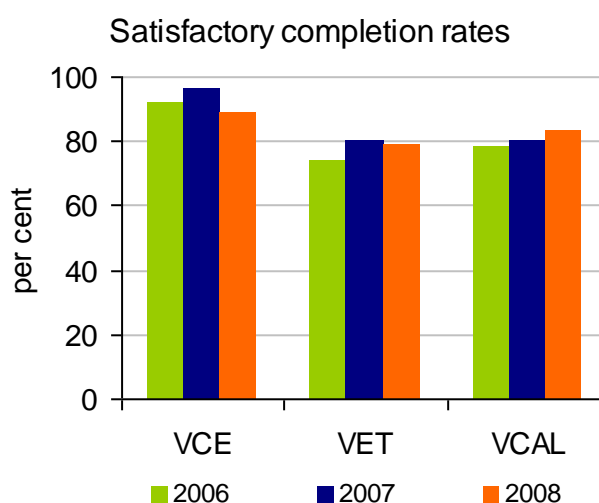
The Year 12 High Achievers Club first introduced in 2007, was consolidated in 2008. The aim is to provide a range of special enhancement activities throughout the year for selected Year 12 students who have high aspirations for the year. Guest speakers included examiners and authors and other activities focus on workshops in critical areas and in particular subjects. The enhancement activities ran after school and involved students from neighbouring colleges.

VCE Acceleration is another part of the college's plan to service the needs and aspirations of high achieving students and to improve our VCE results. The program allows selected students from Year 10 & 11 to be accelerated into VCE studies at Units 1 – 4. An extra Unit 3 & 4 subject done at Year 11 will contribute to the student's ultimate ENTER at the completion of Year 12, thus providing them with wider pathway options. We have found that doing a Unit 3 & 4 subject in Year 11 also allows the student to learn first hand about the processes and expectations of being a Year 12 student. Students who were accelerated into Year 12 subjects in 2008 earned very commendable results and they benefited from the challenge.

Roxburgh College is very proud of the high percentage of students who have satisfactorily completed the VCE over the last three years. Perhaps as a result of the range of successful initiatives implemented in the senior school described above, the completion rates for 2006 and 2007 were 92% and 96% respectively. In 2008, 89% of eligible students satisfactorily completed their VCE. This was a slight downward trend due to an increasing number of students finding an appropriate pathway, such as an apprenticeship, before the end of the year. For many of these students this was a very successful outcome. The college will continue to focus on raising VCE, VCAL & VET performance to achieve sustained and substantial improvement.

The college has a higher percentage of students participating in Vocational Education and Training (VET) units and the Victorian Certificate of Applied Learning program (VCAL), than the state average and the satisfactory completion rates compare very favourably with state-wide data.

The percentage of students in the senior sub-school undertaking VCAL has increased markedly over recent years and our participation and satisfactory completion rates continue to be well above the state-wide rates. Our VCAL participation rate for 2006 was 30.6%, in 2007 it was 23.1% and 19.4% in 2008. For each of these years, the state-wide VCAL participation rates were 11.5%, 12.0% and 12.7% respectively. The VCAL satisfactory completion data is particularly praiseworthy and improved again in 2008. The satisfactory completion rates for 2006, 2007 and 2008 were 78.0%, 80% and 83% respectively. The corresponding state-wide VCAL completion rates are 77.7, 76.5 and 75.8 per cent.



The college is very proud of its achievement in the provision of VET programs. In 2006, the percentage of Year 10 – 12 students taking at least one unit of competency was 73.6% while the state percentage was 23.0%. These high participation rates continued in 2007 and 2008 with 74.4% and 63.8% respectively. The corresponding state percentages were 23.8% and 24.6%. Completion Rates for VET programs at Roxburgh College are most commendable. For 2006, 2007 and 2008 our completion rates were 74.6%, 79.7% and 78.8%. For each of these years, the state-wide percentage of Units of Competency with satisfactory results was 75.6%, 76.4% and 76.7%.

The decline in satisfactory completion rates in VET for 2006 was due to our integrated approach to the delivery of VET Certificate III courses over two years. In complying with the National Training Standards, several modules in each Training Package are delivered and assessed over a two year period (2006 & 2007); hence the 2007 data records the successful completion rate of modules delivered over the two years. This is an excellent result.

Student Pathways and Transitions

What are we trying to achieve?

The 2007-2010 Strategic Plan sets out the following goals in the area of Student Pathways and Transition:

To further enhance the college's Year 6-7 and Intra-school Transition processes

To improve the college's student retention rate for the Year 10-11 interval.

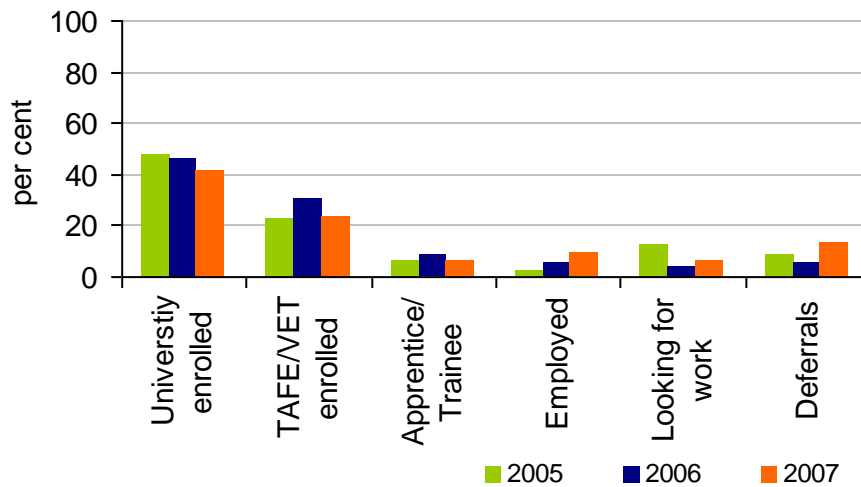
What progress has been made?

Roxburgh College has recorded many significant achievements in the area of student pathways and transition during the last three years. A particularly noteworthy achievement has been the dramatic expansion of the education and training options for our Years 10 to 12 students. While the strong and comprehensive VCE program is still the major pathway for the majority of our students, the successful implementation and expansion of Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) programs has provided students with a broad range of other viable options. "School Based New Apprenticeships" (SBNA's) have also been successfully introduced. The choice of pathways that our senior students can assess, combined with our excellent facilities, is a particular strength of Roxburgh College.

Roxburgh College is proud of its commitment in providing relevant pathways for students and we will continue to incorporate Managed Individual Pathways (MIP's) sessions into the senior school program to assist students to make a seamless transition from Roxburgh College to tertiary education. The program focuses on welfare issues and dealing with stress as well as completing VTAC applications and special entry programs. MIP's sessions also give the MIP's teacher the opportunity to oversee the development of the student's Pathway Portfolio which incorporates all aspects of their personal and educational history and career aspirations. The results of the efforts of the Managed Individual Pathways team are demonstrated in the graph below which shows the exit destination data for students who left the college after Year 12.

The 2008 On Track Survey which followed up students, who finished school in 2007, is referred to here as 2007 data. As the On Track data is available in June each year, there is a lag on the data in this report of 12 months.

What happened to Year 12 students on leaving school?



Roxburgh College is proud to report that, of all the students who left at the end of Year 12 in 2007, 83.8% were continuing education and training – university enrolled, TAFE/VET enrolled or Apprentice/Trainee. This compares very favourably with the 2007 state-wide benchmark of 73.2% - students who were continuing education and training. The destination pattern for the 2006 Year 12 cohort showed 42% gaining a university place and 13% choosing to defer their tertiary course – perhaps choosing to take a gap year for travel or to work.

The college has provided its staff with genuine support through investing in PD activities to underpin the implementation of curriculum pathways for post-compulsory students. We emphasise the behaviours, attitudes and achievements required by students to be successful in the VCE and excellent career and course counselling is provided by the college. The large numbers of students receiving first round tertiary offers gives us reason to believe that our efforts to meet individual student needs are paying off.

The excellent facilities in the senior study centre, including student access to ICT resources will continue to be developed. The flexibility of the senior centre has allowed the senior sub-school to run a Homework Club. The new auditorium has been used to conduct assemblies to celebrate the range of opportunities enjoyed by our students as well as to recognise outstanding achievements with the presentation of awards. The assemblies have been enhanced by the impressive role played by student hosts and the use of data presentations.

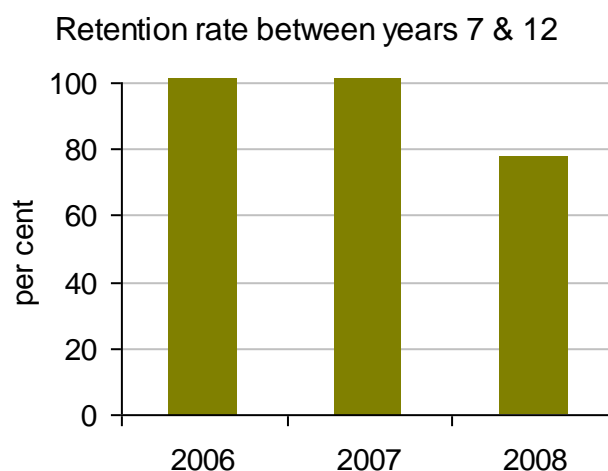
Roxburgh College seeks to provide all entry (Years 6-7) and exit Years (10-12) students with a great deal of support. There is a direct link between student well-being and the college's well-organised Year 6-7 Transition Program. This program is designed to familiarize potential students and their parents with the college and it showcases our facilities and programs to the wider Roxburgh Park community.

During Term 3, all successful Grade 6 applicants are visited at their primary school with information regarding course selection. A course selection evening follows where students and parents can finalise subject choices for Year 7.

Orientation Day is held on the first Tuesday in December each year. All future Year 7 students attend classes at Roxburgh College and lunch is provided. On that day an information evening is held for parents to discuss arrangements for Year 7 in the following year. The Roxburgh College Transition Program is successful in ensuring that incoming Year 7 students and their families are provided with the necessary information and experiences to make the transition to Roxburgh College a smooth and happy passage.

By making an impressive number of elective choices and pathways available to our students across all sub-schools, the college aimed to improve our student retention rate between Years 7 & 12. The graph below shows

the number of Year 12 students enrolled in August 2007 expressed as a percentage of Year 7 enrolments in February five years earlier.



The dramatic growth in student enrolment when the college was first established has seen the student retention rate increase from 116.1% in 2006, to 131.7% in 2007. Now that student enrolments have stabilised, the retention rate is closer to the state mean - 77.6% in 2008. The state mean for all secondary schools for the interval 2003 to 2008 is 77.5%.

Student Engagement and Wellbeing

What are we trying to achieve?

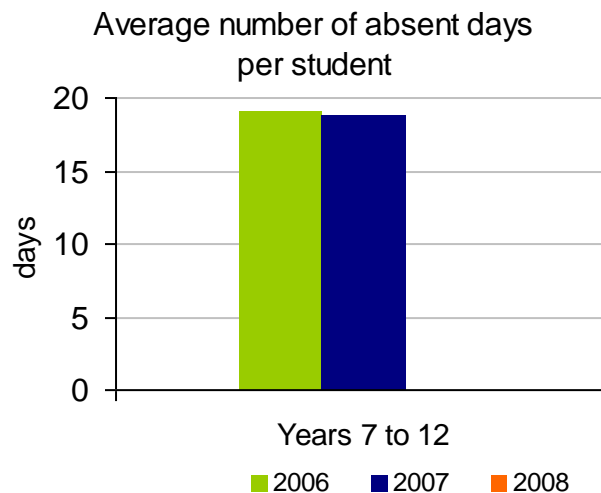
The 2007 – 2010 Strategic Plan sets out the following goals in the area of Student Engagement and Wellbeing:

- To improve student attendance rates.
- To improve students' engagement

What progress has been made?

The college strives to maintain a positive learning environment that is secure, harmonious and equitable and where all members of the learning community are valued, treated fairly and have access to processes through which their views can be presented. There have been many successes in this regard.

The college has been building on a culture amongst students that it is important to attend school every day and the appointment of SSO's in each sub-school in 2008 aimed to improve student attendance. The SSO's provided administrative support in terms of student attendance records as well as timely contact with parents. There was a slight improvement in student attendance in 2006 and 2007 – 19.0 average days absent per student in 2006 and 18.8 days in 2007. Student absence data for 2008 is unavailable.



The college maintained the electronic roll marking system in 2008 including the use of palm pilots. Rolls are marked electronically for each period of the day and information on student absences is available for Year Level Co-ordinators to follow up with parents. The college is continuing to target an improvement in this data.

In 2008, the college welfare team consisted of an Assistant Principal, a Student Welfare Co-ordinator, a Youth Worker, Psychologists and a School Nurse. In addition to counselling and guidance, the team has on-going partnerships with the Islamic Women's Welfare Association, the School Focused Youth Service and Dianella Community Health.

During 2008, college resources were allocated to a range of extra-curricula programs such as the community projects focus of Form Care groups, drama performances, debating teams, interschool sport, lunchtime clubs/activities, Breakfast and Homework Clubs, camps and excursions and the Year 8 Graduation Day. The annual school production is renowned and the instrumental music program is going from strength to strength.

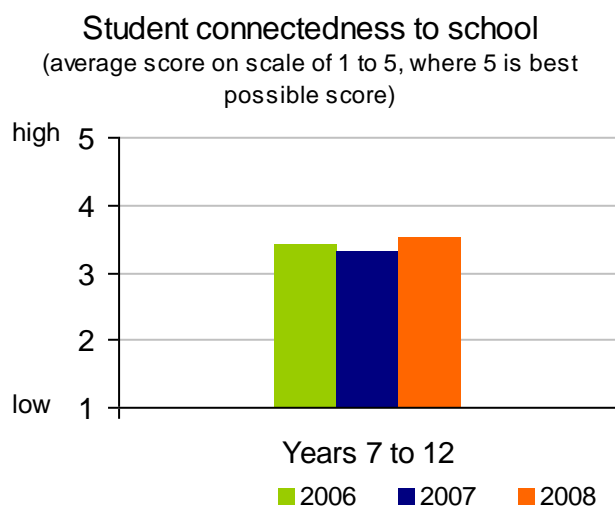
The Supportive Friends program was consolidated in 2008, mainly involving Year 11 students however, in 2008, Year 10 students were involved as well. The program involves about 20 students being trained by the Stride Organisation to provide support to their peers. It is based on research that indicates that young people with personal concerns, worry or stress are more likely to tell their friends than adults. These Supportive Friends are trained to know what to do and how to act when a peer confides in them. The Supportive Friends are not counsellors; instead they act as a link to welfare staff and coordinators. The Supportive Friends meet 2-3 times per term to debrief and to refine their skills. We believe that this program will provide Year 10 and 11 students with an opportunity to develop their communication and leadership skills and that it will enhance student connectedness.

The year level assemblies and the annual Awards Night are further evidence that the college community is prepared to financially support activities and functions which give students an opportunity to have their efforts recognised and to feel good about themselves.

At the senior level in 2008, resources were allocated to Career and Personal Development days at Ford Training Centre. These days focused on study techniques, learning styles, motivation and career pathways. The visit of the Reach Organisation, which encourages positive peer relationships, is an important aspect of student well-being and engagement.

Student Connectedness to School data is shown in the graph below. Year 7 to 12 students were asked to what extent they agreed with each of the of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on

a scale where 1 = strongly disagree and 5 = strongly agree. As reported in the graph, the mean score for Roxburgh College in 2006 was 3.39 and in 2007 the score was 3.31. There was an improvement in this data in 2008 with a student connectedness score of 3.51.



A whole-school plan to encourage student leadership has been formulated over the last four years. The Student Representative Council again operated very successfully in 2008. Student Leadership positions continued to operate in 2008 and these included Arts Leaders, Debating Leaders, Form Captains, House Captains, School Captains and Vice Captains. These positions were advertised in the student bulletin, at assemblies and via the Student Leadership handbook. Badges were distributed to the successful students by Sub-School Leaders and Year Level Coordinators at assemblies and certificates were distributed at the end of the year.

Two different types of leadership training days were arranged in 2008. A training day for Year 10 & 11 Supportive Friends was held. It was a Peer Support program run by STRIDE and the training involved students in a range of activities including group discussions, role plays, lessons, etc designed to develop their skills in peer support. The second type of training was delivered twice (Year 7-9 in July and Year 10-12 in August) and was run by an outside consultant. Students were involved in activities to develop their skills in communication, organisation, cooperation and team building.

SRC meetings continued to be held, on average, once every three weeks and, in 2008, one of the SRC's main achievements was the introduction of the Roxburgh College tote bag. The bag sells for \$2.50 and the students can use it to carry books in between classes. Student representation on school council continued in 2008.

Two groups of Year 9 & 10 students attended the City Centre program in both semesters. Students attended the City School located in Melbourne Central and they used the city as a resource for surveys which they had constructed in their "Leading the Way" class. The program included visits to SYN-FM, Vic. Market, Lexus Centre and The Big Issue. On their return, students prepared and delivered a power-point presentation of their work for a group of Year 9 students. The City Centre program aims to build confidence, social awareness, organisational skills and teamwork.

A group of six Year 10 students who were involved in the CMYI (Centre for Multicultural Youth Issues) program towards the end of 2007, worked on and put together their project as a result of the intensive training program which they participated in. Students from six schools across our region were involved and, as a result, our students put together a multi-faith forum which was held on May 26, 2008. The aim for this event was to help Roxburgh students achieve a greater appreciation for other faiths and cultures. During the forum, representatives from five faiths were subjected to the very curious minds of a selected group of Year 9, 10, 11 and 12 students. The representatives were Petre Svoboda who spoke about Buddhism, Bishop Phillip Huggins, an Anglican Bishop, Sheik Isse who spoke about Islam, Stefan Oberman from the Australasian Union of Jewish students and

John Tye who spoke about Indigenous Spirituality and Christianity. These guest speakers were part of a panel discussion and each presented about their faith.

The college is increasingly taking advantage of electronic systems that can assist in the work of monitoring student engagement and well-being. With these systems the data is able to be collected and updated more regularly. The annual surveys gathered for DEECD have increasingly been seen as valuable and informative, especially as they can show trends over time. The college also collects its own data on student learning on a needs basis to measure the progress and well-being of our students.

In the area of "Student Engagement and Well-Being" the allocation of resources has been determined by data and anecdotal evidence collected through consultation and discussion at the sub-school level, student management meetings, whole staff forums and School Council level. The college's management structure includes investment in teacher time to provide for the appointment of Pastoral Care teachers for Years 7 to 10, as well as specialist personnel within the welfare team. Funds and resources required in the area of "Student Engagement and Well-Being" will continue to be prioritised through the college's budget processes.

Future Directions

Roxburgh College begins the 2009 school year with clearly defined goals and targets to continue the work of the four year Strategic Plan – 2007 to 2010. Once again, the workforce planning process meant that the college was fully staffed to begin the year with the addition of new staff bringing a wide range of backgrounds and experiences to complement the established, hardworking and committed teaching and non-teaching staff at the college. Staff who are new to the school take part in an induction program which begins before they join the college in January and continues to support them through their first year.

In 2009, Roxburgh College will continue to strive to create an environment where all students can learn and succeed. We celebrate the growth and improvement of our students and we commit to working to further improve student learning, to encourage teaching excellence, to develop first class facilities and to maintain community links.

Literacy and Numeracy

Improving student achievement in the area of literacy and numeracy will remain a key improvement strategy. The literacy and numeracy skills of students have been benchmarked at Year 7 and the college now has regular testing in these areas across Years 7-9 in all KLA's. This data will give an indication of the value-added component of the programs established to improve literacy and numeracy skills.

A range of new recommendations for 2009 have been formulated. Literacy leaders will meet fortnightly with the Literacy Co-ordinator to discuss the direction of PLTs, lesson-planning, on-going data collection and the setting of goals with a literacy focus for 2009. Literacy leaders have other important roles such as team teaching and supporting teachers in the classroom using the literacy framework, disseminating information and taking on a literacy support role for teachers in their KLA and making all lesson plans and tests available on the curriculum network. An important aspect of the Literacy and Numeracy Programs in 2009 will be the detailed analysis of 2008 NAPLAN results and the production of student profiles to inform our teaching and allow classroom teachers to respond to individual student results.

In 2009, the college will consolidate the Working Mathematically program in Years 7 to 10. Four numeracy leaders will be appointed with a four period time allowance to work with Maths teachers at levels 7-10 to develop and trial specific numeracy support materials and strategies. Maths teachers will be working with their colleagues at Craigieburn SC to trial and consolidate the courses written in 2008. During first semester the group will be writing courses for Semester 2, 2009. These strategies and units of work will be stored on the school's network so they can be used in classrooms. The Maths KLA will maintain and further develop the Mathematics Task Centre and assist staff to incorporate the Task Centre into the maths curriculum. All Maths NAPLAN results will be analysed class by class and used by the Maths KLA to address the needs of students. Students will continue to be encouraged to enter external Maths competitions such as the Westpac Maths Competition and AMT Maths Challenge.

VCE Results

The college intends to maintain a range of strategies to improve median VCE study scores. The senior mini-school will consolidate and review the Year 11 Supportive Friends Program and Year 12 High Achievers Club (explained earlier in the report). The Later Years & Pathways Coordinator and the Senior Mini-School team will work to maintain, and possibly expand, the Later Years NET Partnership with local secondary colleges to facilitate VCE/VET teacher PD and networking. The aim is that by the beginning of Term 2 all VCE/VET teachers will have engaged in discussion regarding their teaching practice with other VCE teachers in Later Years NET schools. Also, the middle and senior mini-school teams will consider strategies and programs that better prepare Year 10 students for senior studies particularly with the incorporation of Yr. 10 in to the senior mini-school. The Senior Mini-School team will run a PD session where the information in the Senior School Handbook dealing with senior school policies and procedures is explained to staff. PD for staff dealing with issues such as, the factors

which encourage positive student outcomes and what prevents them from achieving will also be arranged. The college will maintain and expand the VCE Accelerated Learning Program (explained earlier in this report).

During 2009, we will continue to analyse VCE data as well as the performance of our students in VET and VCAL and work towards further improvement in student achievement as well as opportunities for multiple pathways when students graduate from the college.

Teaching and Learning

Enhancing teaching and learning across the college in particular by developing a thinking-oriented and a co-operative learning curriculum approach, will be a key improvement strategy. In 2009, the college will implement the Teaching and Learning Plan. Aspects of the plan include; using NAPLAN results, literacy testing and VELS levels to devise a profile on each student to inform curriculum planning as well as implementing a school-wide lesson planning format, using E5 in addition to locally produced outlines, to emphasise routine and consistency in lesson structure. All KLAs will create a set of common assessment tasks at each year level to be completed at the same time. Students will be provided with an assessment sheet for each task, due dates will be strictly enforced and the assessment tasks will be completed mainly during class time. The aims of the plan are to improve student outcomes as indicated by NAPLAN results, improve students' classroom productivity and encourage effective collegiate discussions within KLAs after completion of each assessment task, as a form of PD, to reflect and evaluate towards future planning.

The Homework Policy will also be implemented across the college to enhance teaching and learning. We intend to create a habit of setting homework, checking that it is done, following up students who do not complete set tasks and rewarding those who do. We aim to raise the profile and highlight the importance of homework and have fewer students attending detention for non-completion of homework.

In the first half of 2009, the Curriculum Committee will lead the staff in conducting a comprehensive review of the current curriculum structure with the aim of implementing any changes in 2010. The process will involve consultation with all stakeholders on possible changes to the current curriculum structure. Any changes will be included in the relevant mini-school student handbooks in Semester 2, 2009.

In response to the increasing number of ESL students at the college, we established a stand-alone ESL Program in 2008. This included the provision of an ESL program budget and the appointment of an ESL Co-coordinator as a Responsibility Position. We will work to consolidate the successful new program in 2009. This will involve maintaining the position of ESL Co-ordinator, increasing the ESL program budget and applying for various Department funding initiatives. New aspects of the program will include; the provision of detailed educational reports for new arrival ESL students, the streaming of ESL classes according to English language proficiency and the incorporation of new ESL teaching strategies as a result of continuing professional development for ESL teachers.

Professional Development

The college will aim to develop a school-wide Performance and Development Culture in 2009. We will develop a more effective teacher induction, mentoring & buddy program for all new staff appointed in 2009. The Professional Development Coordinator, in consultation with the Curriculum Committee, will identify multiple sources of feedback that will be used to measure teacher effectiveness. The college will also evaluate the current performance review cycle to ensure consistent in application, type of feedback being provided to teachers and the relationship to VIT requirements. We will aim to gain positive comments from all participants in these programs to support the college's P & D Culture.

Pastoral Care

The college will further develop teachers' pastoral care skill in order to establish the new Pastoral Care program as well as the current MIPs program. In 2009, all Pastoral Care (Maths & English) teachers will attend PD activities on their role to gain the knowledge to deliver a successful pastoral care program.

The Pathways/Later Years Coordinator together with the MIP's Coordinators will work to maintain, and possibly expand, the very successful, well-established MIP's program. In particular, MIPs at Year 10 will be enhanced now that they are in the Senior Mini-School. Successful implementation will include work experience, industry visits and school-based apprenticeships.

The Welfare Team, in conjunction with CASA House, intends to introduce a Peer Education Program to dovetail with the program that operated in 2008. The program will be delivered by Yr. 11 student leaders to all Yr. 9 students. The aim is to raise student awareness and breakdown myths and misconceptions surrounding sexual assault. A pilot program for Yr. 7 and 8 on Protective Behaviours will also be established. The program emphasises everyone's right to safety and has proven effective in relation to personal safety issues such as drug abuse, bullying and domestic violence. It aims to allow students to confidently develop strategies to counter unsafe situations and preserve their physical and emotional health.

The appointment of SSO's in the Junior & Middle Sub-schools to do the data entry will assist in the implementation of the new arrangements. The college will also introduce student case management procedures including a school-wide student tracking system. In our effort to improve the student attendance rate by the end of 2008, we will work to streamline the procedures, using SSO's, to provide administrative support. This will allow for more timely parental contact to follow-up student absences.

The Advocacy Program

The Student Advocacy program will continue in 2009 under the umbrella of the Welfare Team. This program focuses on Yr. 10 & 11 students who have difficulty in achieving success at school due to poor self-esteem, attendance, literacy and organisational skills. These students may be at risk of leaving school due to these factors. They often have family issues which affect their progress and performance at school. Year level coordinators refer students to the Student Welfare Coordinator who then allocates students to teacher advocates. Student participation in the program is entirely voluntary and, where possible, students are given the opportunity to choose whom they want as their advocate. Advocates meet with their students once a week for 10-15 minutes in a structured manner and they also endeavour to make daily contact in an informal manner. Advocates will assist students to explore notions of self, planning and goal-setting and although confidentiality and trust are critical to the program, the advocate may need to liaise with the year level coordinator or SWC about the progress of individual students in the program. The aim of the program is to increase student retention and participation in education, training and employment.

Parents as Career Transition Support (PACTS)

The well established and very effective career education program will be further enhanced in 2009 with the consolidation of the Parents as Career Transition Support (PACTS) program. This successful program operated for the first time in 2008. The program recognises that parents are one of the most commonly consulted and influential sources of career information and advice for young people however, parents are often not aware of what is available to assist in school to work transition or the current youth labour market. There are often many common misconceptions about available pathways and limited insight into their own teenager's situation. The Later Years & Pathways Coordinator will organise a series of PACTS evening workshops to be held at the college to inform parents about career transition so they can discuss career and transition opportunities with their children in a knowledgeable way, and support them with finding all the information they need.

Industry Mentoring

In 2009, The Later Years & Pathways Coordinator will plan and implement an industry mentoring program with targeted Year 11 students. This will involve developing close links with local employers, as industry partners, so that students can broaden their range of vocational pathways. The program's timeline will involve establishing links with employers in Term 1, implementing the program, including student placement, in Terms 2 & 3 and celebrate success in Term 4. By Term 4, we aim to have 20 students involved in this new program and the overall aim is to maintain opportunities for multiple pathways when students graduate from the college.

Curriculum Links with Feeder Primary Schools

Roxburgh College and local primary schools will self-fund a Cluster Primary – Secondary Connections Leader to facilitate and implement strategies to develop closer curriculum links with local primary schools. We intend to maintain the established curriculum links in the areas of literacy & numeracy and, in consultation with staff from the local primary schools, the Primary – Secondary Connections Leader will arrange regular Cluster Steering Committee Meetings as well as organise targeted PD and cluster-wide projects. This program will provide the opportunity for teachers across the cluster to collaborate on curriculum issues as well as access Innovation and Excellence funding.

Capital Works

In 2006, the college successfully applied for Community Facilities funding, through the Victorian Government, to assist us in the building of a Performing Arts Centre. The Centre, which opened in June 2008, includes a 280 seat auditorium, lighting and sound booths, three instrumental music rehearsal rooms and a dance studio. During 2009 the college will fund audio-visual, sound and lighting facilities for the new Centre.

Concluding Comments

At Roxburgh College we are committed to providing an outstanding school for our community – a school that excels in excellent teaching, the best of facilities and a learning environment that allows students to become competent learners in an increasingly knowledge-based technological world. We are committed to looking after our students in all possible ways; to nurture in them a genuine passion for learning and participation; to expand their opportunities for lifelong success and satisfaction and to empower them to make good life choices.

During 2008, new programs were developed and these programs, together with the myriad “traditional” Roxburgh College events and activities, provided a wealth of positive educational and social experiences for our students. Much was achieved in 2008 and the College faces considerable ongoing change and improvement in 2009.

Financial Performance

2008 began with a bank accounts balance of \$1,050,048. The reason for this large cash 'carry over' was the partially completed Performing Arts Complex project to which some \$600,000 was committed for its completion. This major building project was completed by mid year 2008. This is the last planned building project for the foreseeable future so any funds available for school im

The year still ended with the school showing a cash surplus of \$347.000. As financial resources become available in the future, a significant amount will need to be allocated to the further audio visual 'fit out' of the facility in order to achieve the goal of having a fully operational theatre within the school.

During 2008 significant funds were also allocated to an area of artificial turf as a sporting, play area. This has been an extremely valuable addition to the school and we would like to install additional areas as funds become available. A second quite major expenditure was on the beautification of the main entrance to the College. Brick fencing, related metalwork and concreting have opened up the entrance with some additional garden areas adding to the enhancement of the area. This is not yet fully complete and will, hopefully, be finalised during the first half of 2009.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	1,916,412
Commonwealth Government Grants	156
State Government Grants	7,500
Other	176,128
Locally Raised Funds	554,474
Total Operating Revenue	2,654,671
Expenditure	
Salaries and Allowances	366,969
Bank Charges	1,367
Consumables	370,615
Books and Publications	15,891
Communication Costs	63,104
Furniture and Equipment	290,628
Utilities	62,401
Property Services	1,479,124
Travel and Subsistence	0
Motor Vehicle Expenses	6,354
Administration	58,739
Health and Personal Development	4,752
Professional Development	150,545
Trading and Fundraising	233,394
Support/Service	14,680
Miscellaneous	162,079
Total Operating Expenditure	3,280,642
Net Operating Surplus/- Deficit	-625,971
Capital Expenditure	
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	

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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 the Principal, Fernando Ianni on 99308100.