

2015 Annual Report to the School Community

St Albans Secondary College

School Number: 8330



Name of School Principal: Ms Kerrie Dowsley

Name of School Council President: Ms Tracey Nero

Date of Endorsement: 16 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and well disciplined environment where every student is guided and inspired to achieve to the best of their ability. Our College community values respect, integrity, leadership, and the pursuit of excellence.

We are proud of our achievements, and this is supported by the School Performance summary which shows that our results in all areas for 2015 are within or higher than the expected range for all schools. St Albans Secondary College has been recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2015, the growth achieved by our students in literacy and numeracy, and the school's VCE, VCAL and pathways outcomes continued to be at or above state benchmarks. The VCE results, in particular, are outstanding, with the mean study score for most subjects at or above the state mean.

Our commitment to foster the academic and personal development of each student, to provide a high quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements. Our Attendance Policy of 90%, close monitoring of student absences, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture. In 2015, 91% of Year 12 students went on to further education and training, 54% to university. These results are an endorsement of our strong focus on a Managed Individual Pathway for each student from Year 9 to Year 12, and on the induction and support programs we provide to assist students as they transition through the school.

The College places a particular emphasis on ensuring that high achieving students are challenged and motivated. The Select Entry Accelerated Learning (SEAL) program is offered to gifted and talented students from Year 7 right through to Year 12. Additionally, enrichment electives are offered from Year 9, and VCE subjects are available to selected students from Year 10. Our top achievers are supported with scholarships as well as university mentoring programs, and consistently gain entry into top level tertiary courses. In 2015, our Year 12 students were supported to successfully apply for over \$240,000 in scholarships to assist with their tertiary studies.

A central element of our new Strategic Plan is guaranteeing high quality teaching in every classroom to further enhance student learning. Specialist literacy and numeracy intervention programs assist students who need additional support with their skills in these areas, as does the English as an Additional Language program for newly arrived students, and our specialist team in the Individual Needs program.

A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the College's excellent results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular and interschool sports program. The reintroduction of Houses has enhanced students' sense of pride and connectedness, and provided them with additional leadership opportunities. Students' connectedness and safety is at state benchmarks.

"Community" is an important part of the College's strength. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent satisfaction with the school is at the state average, and staff satisfaction is above the state level. In 2016, the school celebrates its 60th anniversary and we see this as an excellent opportunity to further strengthen community engagement.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted 43 students from overseas who are currently completing their secondary education with us.

Upgrading of the school's facilities continues this year with the redevelopment of the oval and outdoor sports facilities, refurbishment of the Performing Arts Centre, provision of additional new classrooms, and ongoing landscaping of the grounds.

The College has 123 equivalent full time staff: 4 Principal class, 88 teachers and 35 Education Support staff.

Achievement

Our achievements for 2015 in all measured areas of student learning are similar to or higher than all Victorian government secondary schools. Results from the Student Attitudes to School Survey indicate that students are positive about the teaching and learning at the college and are highly motivated to learn. The VCE all study mean was 30.30, against the state mean figure of 28.19. The percentage of study scores above 40 was 5.6%, and the VCE completion rate was 98%, with 27 students (30%) receiving ATAR scores above 80. In addition, 14% of VCE students also qualified to receive the VCE Baccalaureate, which recognizes students who study and attain high scores in Maths Methods, Specialist Maths and a LOTE. This is the first group of students at the college to receive this award. VCAL and VET completion rates were also excellent, enabling students to transition into high quality pathways.

Our learning growth in NAPLAN Literacy and Numeracy tests from Years 7 to 9 show that our students are improving at a higher rate than the state average. All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals.

During the 2015 school year, our targeted improvement strategies included implementing a guaranteed and viable standards based curriculum, as well as a systematic approach to common formative assessment to gauge student learning progress and inform teaching and intervention strategies. Summative assessments were audited and revised to ensure that these were challenging and aligned to the required standards. We also further strengthened our instructional practice through the use of a school wide, research based learning cycle and the explicit teaching of the high yield instructional strategies and critical thinking skills in all classes.

Our professional learning program for staff focused on incorporating the use of digital technologies into lessons to deepen and accelerate learning. Students were also supported to develop their communication and collaboration capabilities through the use of digital technology. The school maintained a comprehensive Literacy and Numeracy program to ensure continued growth in this area. Support and enrichment classes were a key feature in the VCE learning, and ensured that students were adequately prepared for VCE SAC's and exams.

Our teachers are key to student learning success. We will continue to maintain a strong focus on improving student learning outcomes through investing in professional learning for all staff, including coaching, mentoring, working with external consultants, and providing time for staff to collaborate & learn in small teams.

In 2016 we will:

- review our Teaching and Learning Framework and Learning Cycle, and continue to strengthen teachers' knowledge and skill to guarantee a consistently high quality teaching and learning program in every classroom.
- further refine our use of multiple sources of data to support knowing our students well and to inform planning for teaching.
- systematically use feedback from colleagues and students to improve teaching practice.
- increase opportunities for staff to moderate student work to ensure consistency of judgments and plan for teaching and intervention.
- implement a "targeted teaching" model in the work of all Year 7-9 Literacy and Numeracy teams.
- continue to improve the explicit teaching of Academic Vocabulary and Reading and Writing strategies in all subject areas.
- enhance the quality and breadth of the SEAL program.
- continue to provide acceleration and enrichment programs in a range of VCE subjects.
- provide a comprehensive program of Year 12 practice exams and revision lectures in all subjects.

Engagement

In 2015, student attendance rates across all year levels continued to exceed the school's benchmark of 90%, and placed the school above state levels. The average number of days absent across the school was 11.58 last year, which continues the general downward trend over the past 4 years.

We achieved this through our robust systems to monitor and support student attendance. Case management meetings are held twice per term, attended by Year Level Coordinators, Wellbeing team members, and Principal Class Officers. At these meetings the attendance of all students is discussed, particularly those at risk, and proactive intervention by our student management teams is enacted. Our Student Management and Wellbeing staff work closely with parents and guardians to put in place interventions to ensure students attend. Our policies and procedures, such as the SMS messaging system, live attendance data on the Parent Portal and regular contact with home, ensure that students are supported to attend school.

The Student Retention data indicates that the school continues to be above the state median in retaining students across Years 7 to 10. This retention rate continues to improve. The percentage of students from Year 10 to 12 exiting to further study or full-time employment was above the state median. The 4 year average is also well above the state median. Our Managed Individual Pathways program successfully supports students from Year 9 to 12 in finding the most appropriate pathway as they exit the school.

We have continued to develop our VCAL program, putting in place process to support staff and students to implement a Foundation level certificate. The quality of destinations for students leaving the VCAL program continues to improve. For example, of the 33 students who exited at the end of 2015, 23 went to further study at TAFE.

During 2015, we continued to focus on improving the transitions of students into and through the school. Our program for students entering from primary school continues to be very effective. We also placed particular emphasis on further strengthening our induction processes for students entering the College after the beginning of Year 7. Our Induction program continued to be monitored and improved. Identified students at risk entering the College are screened for Literacy and Numeracy levels to ensure appropriate support is provided. Regular feedback is sought, and parents are contacted systematically to help ensure a smooth transition.

Our extensive business and community partnerships program continues to offer benefits to students across a range of year levels. The programs we offer in conjunction with the Australian Business and Community Network and the Smith Family have been particularly successful. Programs offered include Goals and Rise at Year 9, Aspirations and Focus at Year 11, and itrack for VCAL students. All of these associations support our students to develop a sense of self-worth, to support their transitions out of the school, and to build the capabilities they require for success in the workplace. Our Business and Community Partnerships Committee, which meets twice each term, continued to support students, particularly in Year 10, to make informed decisions about their futures.

The school continues to provide a broad range of extra curricular opportunities for students, including an extensive camps program, incursions, excursions, recognition events, and lunchtime activities. The debating club is going from strength to strength, with increasing numbers of students participating.

In 2016 we will:

- further develop our processes for supporting students on the PDS program as they enter post compulsory schooling.
- refine the pathway for students in the SEAL program as they move into Year 10 and beyond.
- continue to refine our transition programs to support students as they transition into, through and out of the school, particularly through our induction of new students program.
- further develop the support provided to students as they transition from one sub school to the next.
- implement mentoring programs for students at risk, as well as for high achieving students.
- continue to strengthen our VCAL program to ensure these students receive the best possible program and outcomes, particularly at the Foundation level.
- increase community and business involvement in the VCAL program by implanting partnerships with CHASE and Western Health.
- further increase the use of electronic recording of MIPs plans.

Wellbeing

The 2015 Student Attitudes to School Survey results indicate that our school is similar to all Victorian schools in terms of students' perceptions of their connectedness to school, and of how safe they feel at school, with the data showing improvements across all of the variables, apart from Student Motivation which remained consistent. The results of the survey are above state average for secondary schools in all but one area which is at state level. The Parent Opinion Survey mirrored these results, showing higher than state average outcomes for Student Safety, Classroom Behaviour, and Connectedness to School and Peers, as well as improvement in Extracurricular programs.

The positive endorsement of the school's climate as perceived by students and parents is the result of a multifaceted, integrated and proactive approach to ensuring the wellbeing and engagement of our students and their families. Throughout 2015, the school's Student Management and Wellbeing Teams continued to implement a coordinated approach to identifying students at risk, implementing timely intervention plans, and monitoring outcomes. Their work was supported by close interaction with the network's Student Support Services Team, and the school's Individual Needs Department.

A range of proactive programs, systematically delivered at each year level, addressed issues including anti-bullying, understanding and acceptance of diversity, mental health and wellbeing, effective study skills, and respectful relationships. Classroom teachers continued to implement classroom management plans based on a Rights & Responsibilities model supported by a hierarchy of consequences. At the core of all of this work were constructive and positive communications with our parents and guardians. A more strategic approach to involving parents in their child's education resulted in better attended parent evenings and events at most year levels. However, Years 8 and 9 still need further improvement.

Whilst work on strengthening the House system and student voice and leadership continued in 2015, our external review identified these two areas as requiring a strong focus over the next Strategic Plan period in order to ensure that the potential they have to impact on student wellbeing and learning outcomes is fully realised. Similarly, broadening the scope of the achievements and behaviours that the school formally recognises is seen to be important in creating an inclusive learning environment.

In 2016 we will:

- develop and implement an integrated, coherent structure for student voice and leadership across the school.
- review and implement programs which promote and enhance protective factors in relation to student wellbeing.
- optimise the potential of the House System to provide opportunities for all students to connect, be valued, experience achievement, and lead others.
- implement a whole school mental health strategy.
- maintain a whole school focus on building positive relationships with students.
- implement the Respectful Relationships Program at Years 8 and 9.
- leverage partnerships with external agencies to enhance service provision for students and relationships with parents and families.

Productivity

Under the leadership of the School Council, its sub committees, and the Advisory Committee, the school has developed comprehensive policies and procedures to ensure that all available resources are appropriately allocated and targeted to provide the best possible programs, support and facilities for our students and staff.

Parent and community participation is highly valued and adds significantly to the quality and range of programs & opportunities for students. In recognition of the learning needs of many students, targeted funding is used to support improvement in literacy and numeracy outcomes. This includes intervention programs across Years 7 to 10 in both literacy and numeracy. Time is provided for Year 7 to 9 English, EAL and Mathematics teachers to meet weekly in small teams to track student learning growth, and to plan for interventions. Funding is also allocated to support staff in the implementation of the use of digital technologies to deepen and accelerate learning through the provision of a coaching program.

A focus of our work in 2015 supported our understanding of the College as a Professional Learning Community. Professional learning was targeted to staff need, and the voice of our staff was heard strongly through all professional learning opportunities. This resulted in a marked increase in our Staff Opinion Survey results.

A focus on mentoring and leadership development has resulted in many staff relatively new to education taking on leadership roles. The Staff Opinion Survey showed a clear endorsement of the school's work in the area of Professional Learning and Leadership support.

Through the Parent Opinion Survey, parents indicate a high level of General Satisfaction with the school, and very positive support for the School Improvement work. Parent Input has increased, while Approachability and Transitions are areas for further investigation. Parent participation in school events continues to increase significantly. The college has a strong, productive relationship with its School Council.

Improving facilities has continued to be a major priority for the school, resulting in enormous changes to classrooms, specialist rooms (Science, Food Technology), staff facilities, and the grounds. The school's oval has been upgraded, and provides a safer, more useable area for student recreation, as well as Physical Education classes. The school's facilities are used seven days a week by community organisations & businesses.

In 2016 we will:

- enhance our culture of feedback, with an emphasis on staff new to the College and to leadership positions.
- support leaders to be able to give effective and appropriate feedback.
- continue to strengthen the professional learning program, ensuring it meets the needs of all teachers.
- implement the new Performance and Development process to Education Support staff by training those who manage other staff.
- implement leaderships programs for our Leading Teachers and Principals.
- develop and implement a leadership program specifically for aspirant leaders.
- continue to plan for increasing student numbers, ensuring resources are allocated strategically.
- continue to upgrade specialist classrooms (eg Art, Food Technology) to the highest possible standard.
- implement a new electronic student management system to further improve parent participation in student learning.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 1210 students were enrolled at this school in 2015, 596 female and 614 male. There were 8% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

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

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









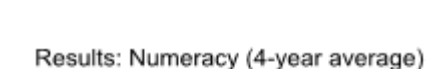

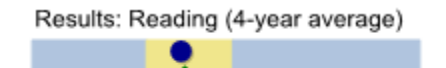

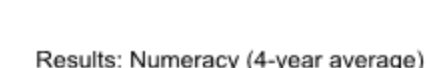




Performance Summary

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Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>

Performance Summary


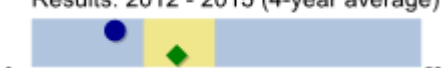

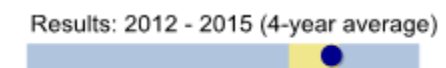


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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>45%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>52%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	45%	26%	Numeracy	27%	56%	17%	Writing	27%	52%	21%	Spelling	24%	48%	28%	Grammar and Punctuation	18%	52%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>Higher</p> <p>Higher</p>																								




Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **50%**
 VET units of competence satisfactorily completed in 2015: **86%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **90%**






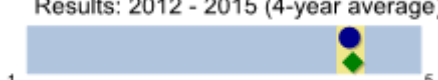


Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	95 %	95 %	94 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	95 %	95 %	94 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

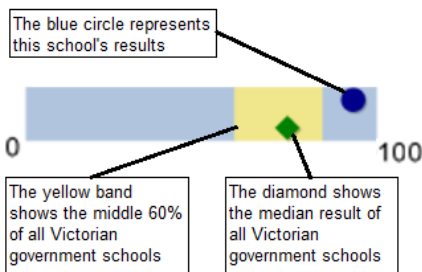
What are student outcomes?

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

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

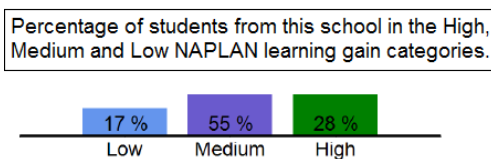
You can see these results for the latest year, as well as the average of the last four years (where available).

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

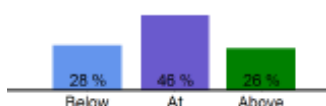


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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



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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$11,007,972
Government Provided DE&T Grants	\$2,239,387
Government Grants Commonwealth	\$72,720
Government Grants State	\$16,370
Revenue Other	\$212,199
Locally Raised Funds	\$975,784
Total Operating Revenue	\$14,524,432

Funds Available	Actual
High Yield Investment Account	\$1,610,550
Official Account	\$13,659
Other Accounts	\$3,856
Total Funds Available	\$1,628,064

Expenditure	
Student Resource Package	\$10,991,812
Books & Publications	\$33,099
Communication Costs	\$47,333
Consumables	\$218,798
Miscellaneous Expense	\$790,471
Professional Development	\$56,858
Property and Equipment Services	\$1,459,316
Salaries & Allowances	\$262,367
Trading & Fundraising	\$213,807
Travel & Subsistence	\$45,104
Utilities	\$128,522

Financial Commitments	
Operating Reserve	\$408,732
Asset/Equipment Replacement < 12 months	\$16,370
Capital - Buildings/Grounds incl SMS<12 months	\$29,170
Maintenance - Buildings/Grounds incl SMS<12 months	\$16,200
Revenue Received in Advance	\$354,873
School Based Programs	\$69,047
Other recurrent expenditure	\$373,765
Capital - Buildings/Grounds incl SMS>12 months	\$294,000
Maintenance - Buildings/Grounds incl SMS>12 months	\$65,906
Total Financial Commitments	\$1,219,331

Total Operating Expenditure **\$14,247,488**

Net Operating Surplus/-Deficit **\$219,218**

Asset Acquisitions **\$54,008**

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The surplus of \$219,218 is attributable to (a) grants and donations not fully expended which were carried forward into 2016, and (b) to recurring expenditure at the end of the year which was paid at the start of 2016.

- a. Grants/ Donations / Student Scholarship balances carried forward:
- | | |
|------------------------|-------------------|
| - Advance grant | Balance \$ 4,375 |
| - Special Art donation | Balance \$ 11,899 |
- b. Recurring expenditure still to be paid out as at the end of the year - \$226,740

The school received the following additional sources of funding in 2015:

- Hands on Learning Australia	\$30,000
- Social Ventures Australia	\$43,217
- Melbourne University Teaching Fellow	\$50,470
- Jianguo Pty Ltd	\$16,000

Hands on Learning funds supported the employment of 2 x 0.5 EFT Education Support staff to work with students at risk of disengagement. Social Ventures Australia funds were used for staff professional learning to support the introduction of a Bring Your Own Device elearning program. The Melbourne University funds support the 0.5 EFT employment of a teacher to coordinate their teacher candidate program across a network of local schools. The Jianguo grant provides some scholarships in Music and Art, and the provision of materials.

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 departmental policies, School council approvals and the intent/purposes for which funding was provided or raised.