

2017 Annual Report to the School Community



School Name: St Albans Secondary College

School Number: 8330



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2018 at 01:29 PM by Kerrie Dowsley (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2018 at 11:44 PM by Tracy Nero (School Council President)

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 almost all areas for 2017 are 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 2017, the growth achieved by our students in reading and numeracy was recognised by the national curriculum and assessment body, ACARA, with the school identified as *'having demonstrated substantially above average gain in NAPLAN results'*. As well as this, the school's 2017 VCE, VCAL and pathways outcomes continued to be at or above state benchmarks. The VCE results, in particular, are outstanding and the College's best ever, with the median study score (30.1) and pass rate significantly above the state levels.

Our commitment to foster the academic and personal development of each student, to guarantee high quality teaching and learning in every classroom, and to provide 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 2017, 92.5% of Year 12 students went on to further education and training, 61% 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 such as the Kwong Lee Dow Scholars program, and continue to gain entry into top level tertiary courses.

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. Our students' learning confidence is at above state levels.

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 growth of the Houses has enhanced students' sense of pride and connectedness, and provided them with additional leadership opportunities. Students' connectedness and sense of safety are both well above state benchmarks.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted 50 students from overseas who are currently completing their secondary education with us. Our local and international parent communities are integral to the success of this program, and to the support provided to the students.

Creating a strong 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 significantly above the state average, as is staff endorsement of the school climate.

Renovation and redevelopment of the school's facilities continued in 2017 with the refurbishment of the Arts rooms and the gymnasium, provision of additional new classrooms and staff work areas, and ongoing landscaping of the grounds, including additional sports facilities. Induction and mentoring programs for new staff on our whole school approach to teaching and learning, and for new students have been strengthened.

The College has 138 equivalent full time staff: 4 Principal class, 95 teachers and 39 Education Support staff.



Framework for Improving Student Outcomes (FISO)

Over the current Strategic Plan period, we are maintaining a sustained focus on guaranteeing precise, highly effective teaching practice in every classroom. Data collected from students, teachers and parents indicates significant improvement in teaching practice, particularly in relation to the use of the whole school instructional framework and high yield instructional strategies, feedback to and from students, and the use of digital technologies to enhance learning.

Our second focus area saw staff working in Professional Learning Teams to develop and document the curriculum in line with the Victorian Curriculum, and on refining assessment practices to ensure our assessments are rigorous, reliable, differentiated and based on the curriculum standards.

Achievement

The College continued to perform very well in terms of student learning outcomes, with results in six of the eight of the areas measured being higher than all Victorian government schools. In 2017, we achieved outstanding VCE results, further improving on those of the previous year. Our VCE median study score was 30.1; and the percentage of study scores above 40 was 8.4%, significantly higher than the state figure of 6.3%. 29% of students received ATARs over 80, and the VCE completion rate was 95%. In addition, 12% 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. VCAL and VET completion rates were excellent, enabling students to transition into high quality pathways. These achievements exceeded the targets set in the school's Annual Implementation Plan (AIP) for 2017, and are the result of staff commitment to planned improvement initiatives, including a guaranteed and viable curriculum based on the Victorian Curriculum standards which is appropriately sequenced to VCE. Support and enrichment classes were also a key feature for VCE students, as was a rigorous VCAL program with extended community project opportunities.

Our matched cohort learning gain in NAPLAN testing for Reading, Writing, and Numeracy shows that our students are improving at a significantly higher rate than the state. Writing growth was particularly strong, and reflected the rigorous work done by English and EAL teachers to develop students' skills, as well as the whole school focus on note making and summarising. Whilst Reading growth was positive compared to the state, it declined slightly from 2016. A review of the Reading curriculum and teaching program, and introduction of literacy coaches is supporting improvement in this area. Numeracy growth was outstanding, and the work of staff has been recognised in two Department of Education videos on the school's numeracy program. The 2017 AIP targets were met in all areas, apart from Reading.

The Victorian Curriculum teacher judgments indicate that our results were similar to or above the expected range for all Victorian government schools. All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals. Results from the Students Attitude to School Survey indicate that students are positive about the teaching and learning at the college and are highly motivated to learn. Similarly, staff rated the academic focus of the college very highly, and parents were extremely positive about the quality of teaching and learning.

Our excellent results can be attributed to a range of improvement strategies in the 2017 school year, including continued professional learning to further develop teachers' skills in consistently and effectively implementing the whole school instructional model and a sustained focus on regular, high quality feedback. We systematically used feedback from students to improve teaching and learning. The work of the Student Learning Action Team was critical in introducing students to the learning cycle, and in conducting research to assess the impact of initiatives in teaching and learning. Developing staff capacity to use a range of data to refine their practice and maximise student learning growth in Year 7 - 10, as well as the level of value add in all VCE subjects, has been a central feature of our improvement initiatives. This was enhanced through work on designing and trialing standards based developmental rubrics which support students to understand the stages of their learning.

Building practice excellence is the 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 and extending opportunities for student input and feedback on teaching practice.

In 2018 we will:

- strengthen consistent and effective implementation of the school lesson structure and make this more visible in all classrooms.
- support the explicit teaching and use of high yield instructional strategies in all classrooms.
- embed the work on teaching and assessing summarising and note making.
- systematically use feedback from students and colleagues to improve teaching and learning.
- further increase staff use of digital technologies to deepen and enrich learning.



- continue to develop intellectually rigorous, standards based curriculum and assessments and make assessments available on Compass to parents and students.
- implement the targeted approach to teaching reading and writing in English, supported by coaching.
- continue to refine and enhance teaching practice at VCE to maximize value add in all VCE subjects.
- implement a whole school approach to teaching the Victorian Curriculum Capabilities.

Engagement

Attendance is a key indicator of students' engagement with the school and with their learning. Given this, it is pleasing to see that our attendance rates continue to remain high. In 2017, the average attendance rate across the College was 94% and the average number of days absent was 11.6. Whilst this did not meet our target for the average absent rate to be below 10.5 days, it is, nevertheless, an excellent result. It was achieved due to our high expectations of student attendance, which is clearly communicated to students and parents. We have clear and robust processes in place to monitor student attendance. For example, twice each term our Sub School teams, Wellbeing team and a Principal Class Officer meet to discuss students whose attendance has fallen below 90% and put in place strategies to address this.

The proportion of Year 7 students who remain at the College through to Year 10 continued to improve. In 2017, this retention rate was 82.3%, which compares very favourably with the state median of 72.9%. Students who exit the College after Year 12 continue to move into high quality pathways: 95.95% of the 2017 Year 12 cohort were successful in gaining an offer of a place at a University or TAFE through VTAC: 68.8% of these were to University, and 32.2% were to TAFE. We have a comprehensive Managed Individual Pathway career planning process which commences at Year 9, and continues to provide high quality support to all students, even after they exit the College.

Supporting students in their transitions into and within the College remained a focus in 2017. The Grade 6 to Year 7 program provides a very supportive process for students as they make this important transition. Students participated in a range of events, including a secondary school taster program, and the Big Day In, a wellbeing program aimed at helping students make connections with others who will also be commencing Year 7 at the College. The Step Up program allows students in Years 7 to 9 to experience classes in the year level above, while we continued to conduct our successful orientation programs for Year 10 and 11 students. In 2017, we set a goal of being above the 80th percentile in the Parent Opinion survey for the Transitions variable. The actual result was in the 92nd percentile, which was very pleasing.

Our extensive work with our business and community partners continues to support our students in many ways. These partners include The Smith Family, the Australian Business and Community Network, the Beacon Foundation, CHASE, and Western Health. Students from Years 9, 10 and 11 had the opportunity to participate in a range of mentoring, leadership and career focused programs, including iTrack, GOALS, Focus and Aspirations. A number of events under the Beacon Foundation banner were run for Year 10 students, including Speed Career, Work Readiness, the Beacon Pledge and industry site visits. Our long standing Business and Community Partnerships Committee continued to be supported by the local community. This committee predominately supports the Beacon Ambassadors in their planning and implementation of the Beacon events.

In 2017, students at the College had access, once again, to a wide variety of extracurricular activities. These activities included sporting teams, debating, musical groups, lunchtime games, Makers Club, and subject competitions, such as the Maths competition. The school production, MAC, once again provided many students an opportunity to display their talents. We also run an extensive camps program at the College's Strathbogie Campsite, with an emphasis on Year 7 and 8 classes. Participation in the Camps program was very high.

In 2018 we will:

- further improve processes to support students on the PSD program into quality pathways, with a focus on students in VCAL.
- continue to strengthen the VCAL program, including through partnering with WPC.
- Map, and evaluate for effectiveness, all of our partnerships
- increase opportunities for Year 9 students to visit tertiary institutions.
- improve processes to support students making subject selections for Year 10 to maximise their options leading into VCE.
- further implement electronic MIPs plans to enable parents and students to have broader access, both at school and at home.



Wellbeing

The main foci of our work to improve Student Wellbeing in 2017 included implementing a range of proactive programs designed to support connectedness to school, programs to address the issue of mental health, and ways to recognise and promote positive behaviours.

The Parent Opinion Survey continued to show high levels of endorsement by our parent group. Student Connectedness was in the 87th percentile, while managing bullying was in the 89th percentile. Parents' general satisfaction with the school was in the 88th percentile.

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 2017, 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.

Together with our local Rotary Club we implemented a very successful INTERACT Club, which completed a number of local projects, including one at SCOPE.

With the view of further improving our capacity to provide a safe and supportive school environment, our 2018 AIP has a refreshed focus on student mental health, inclusivity, student voice and expanded opportunities for leadership and participation in the school community, particularly through the House system.

In 2018 we will:

- implement, evaluate and refine, where necessary, our suite of Proactive Programs
- implement a whole school program to strengthen student wellbeing and resilience
- increase the activities of the INTERACT Club in association with the communities of this school, Rotary and other educational institutions
- further embed our program of recognising positive student behaviours and acknowledging student contribution to the school and broader community
- increase availability of on-site student services through external partnerships
- extend opportunities for students and staff to engage with the House system.

For more detailed information regarding our school please visit our website at
www.stalbanssc.vic.edu.au



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1453 students were enrolled at this school in 2017, 728 female and 725 male.</p> <p>55 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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>● Higher</p> <p>● Similar</p> <p>● Higher</p> <p>● Higher</p>

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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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>59%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>54%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	59%	24%	Numeracy	22%	47%	31%	Writing	23%	49%	28%	Spelling	17%	48%	35%	Grammar and Punctuation	22%	54%	25%	<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</p> <p>● Higher</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 44% VET units of competence satisfactorily completed in 2017: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 91%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	92 %	94 %	95 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	92 %	94 %	95 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</p> <p>● Similar</p>												



Performance Summary

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

How to read the Annual Report

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

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

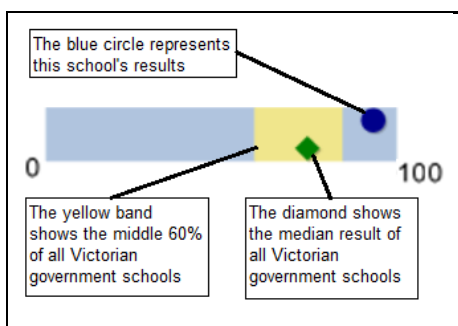
Engagement

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

Wellbeing

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

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

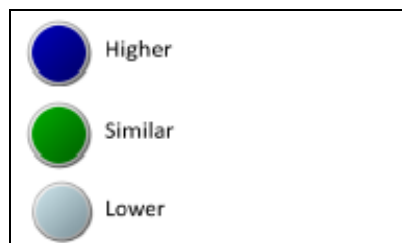


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The surplus of \$509,658.00 is attributable to (i) grants and donations not fully expended which were carried forward into 2017, and (ii) recurring expenditure at the end of the year which was paid at the start of 2018.

- (i) Grants/Donations balances carried forward:
- University of Melbourne teaching fellow \$54,291
 - Art program donation \$25 000
 - CSEF balance at end of 2017 \$134,806
- (ii) Recurring expenditure at the end of the year which was paid at the start of 2018:
- Commitment – outstanding Orders \$281,446
 - Invoices waiting to be paid \$12,877

The school received the following additional sources of income in 2017:

- Melbourne University Teaching Fellow	\$43,362
- Student Teacher Supervision	\$10,929
- Art Program Donation	\$25,000
- Grant for furniture (Relocatable)	\$8,000

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 Art Program Donation grant provides some scholarships in Music and Art, and the provision of materials. The furniture grant allows for the fit out of a new relocatable building provided due to increasing student numbers.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$13,968,886	High Yield Investment Account	\$2,447,843
Government Provided DET Grants	\$2,925,648	Official Account	\$46,701
Government Grants Commonwealth	\$54,292	Other Accounts	\$4,226
Government Grants State	\$17,939	Total Funds Available	\$2,498,770
Revenue Other	\$106,206		
Locally Raised Funds	\$956,886		
Total Operating Revenue	\$18,029,857		
Equity¹			
Equity (Social Disadvantage)	\$2,271,285		
Equity (Catch Up)	\$110,060		
Equity Total	\$2,381,344		
Expenditure		Financial Commitments	
Student Resource Package ²	\$13,869,690	Operating Reserve	\$445,713



Books & Publications	\$16,970	Capital - Buildings/Grounds incl SMS<12 months	\$608,240
Communication Costs	\$61,424	Maintenance - Buildings/Grounds incl SMS<12 months	\$33,923
Consumables	\$287,436	Revenue Received in Advance	\$305,769
Miscellaneous Expense ³	\$811,991	School Based Programs	\$219,779
Professional Development	\$67,728	Other recurrent expenditure	\$294,318
Property and Equipment Services	\$1,663,228	Capital - Buildings/Grounds incl SMS>12 months	\$591,028
Salaries & Allowances ⁴	\$315,944	Total Financial Commitments	\$2,498,770
Trading & Fundraising	\$195,388		
Travel & Subsistence	\$42,924		
Utilities	\$187,475		

Total Operating Expenditure	\$17,520,198
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Net Operating Surplus/-Deficit	\$509,658
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Asset Acquisitions	\$135,989
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.