

2019 Annual Report to The School Community



School Name: St Albans Secondary College (8330)



ST ALBANS
SECONDARY COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 May 2020 at 03:41 PM by Kerrie Dowsley (Principal)

The 2019 Annual Report to the school community:

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

Attested on 13 May 2020 at 02:20 AM 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 structured 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's Performance Summary which shows that our results in almost all areas for 2019 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 2019, the literacy and numeracy outcomes achieved by our students, and the school's VCE, VCAL and pathways outcomes continued to be at or above state benchmarks. The growth in Reading and Writing, in particular, is a reflection of the focussed and consistent approach across English and EAL to the teaching of these skills, and to the school wide focus on teaching summarising and note making.

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.

The Select Entry Accelerated Learning (SEAL) program is offered to challenge and motivate 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 including the Kwong Lee Dow Scholars' program, and consistently gain entry into top level tertiary courses. A one to one device program for all students, together with a focus on teaching high level thinking skills, further enhances student learning. Specialist literacy and numeracy intervention and coaching 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 the intensive support provided by 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 program. Activities include a comprehensive instrumental music program, drama and music production, public speaking and debating, writers' workshops, a camps program, sports teams and carnivals, a House system, and a range of student clubs. The development of a comprehensive allied health team approach to student wellbeing, work over the last 18 months on resilient mindsets, and further strengthening policy implementation in relation to student wellbeing have been important in fostering engagement, positive behaviour, and respectful relationships. Our vision for wellbeing is to support all members of our school community to develop a resilient mindset by striving to ensure that everyone feels Connected, Protected and Respected.

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 well above the state average, and reflects the confidence parents and families have in the work we do together. Our students benefit from a range of high quality opportunities to engage with business and community partners through mentoring and leadership programs, and through our strengthening Alumni program. Our staff are deeply committed to the growth in learning and the wellbeing of each student, and their endorsement of the school climate is well above that for the state.

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 students.

The school is committed to a sustained program of facilities improvement in order to enhance the learning and work environment for students and staff. Upgrading of the school's facilities continues in 2020 with the refurbishment of the gymnasium change rooms and toilets, the development of two outdoor learning areas, as well as ongoing landscaping of the grounds, and improvements to student and staff facilities.

The College has 156 equivalent full time staff: 4 Principal class; 111 teachers; and 41 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Throughout 2019, we maintained a sustained focus on guaranteeing precise, highly effective teaching practice in every classroom. A range of data, including PIVOT and Student attitudes surveys, student forums and reviews of student workbooks, indicates continuing improvement in teaching practice, as well as highlighting areas for further work. We also implemented a revised model for our PLTs, with the focus on deeper collaboration to develop high quality curriculum, assessments, resources and approaches to teaching. The use of a Quality Checklist informed this work, as did a peer panel that reviewed and provided feedback on sample units across all learning areas. The Self Evaluation deepened our understanding of where we need to strengthen practice, particularly in relation to the use of the instructional model, student agency in learning, numeracy growth, literacy across the curriculum, and value add in VCE.

Our second focus in 2019 was to deepen the work on resilient mindsets with our school community, especially in terms of developing a framework and language for resilience. There is evidence of the traction of this work in language used by students and staff, and in frameworks and policy documents. Nevertheless, students connectedness remains an area of challenge for us, and will continue as a major plank of our next Strategic Plan.

Achievement

The College has performed well in terms of many of the student learning outcomes in the areas measured in the Performance Summary, with most being higher than State averages. In 2019, we achieved a study score median of 29 and mean of 29.67, with 4.3% of study scores over 40. 23.5% of students studying VCE received ATAR scores over 80, with the VCE completion rate at the school being 90%. In addition, 10.3% of VCE students qualified to receive the VCE Baccalaureate, which recognises students who study and attain high scores in Maths Methods, Specialist Maths and a LOTE. We continued to provide support and enrichment classes in some Unit 3 and 4 subjects, including English and Biology. The VCAL program involved extended community project opportunities and a job-ready bootcamp. In 2019 we had 93% of VCAL units completed up from 89.6% in 2018. Those students completing the Senior Certificate VCAL level achieved 100% completion in all units. These achievements enable our students to transition into high quality pathways, and are the result of staff commitment to planned improvement initiatives and the high expectations they hold for their students.

Our Year 7 to 9 matched cohort learning gain in NAPLAN testing for Reading, Writing, Spelling and Grammar, and Punctuation shows that our students are improving at a significantly higher rate than the state, and well above similar schools in each of these areas. The strong reading growth reflects the rigorous work done over the last three years by English, EAL and Literate Practices teachers, with the support of a Literacy Coach, to develop students' comprehension and analytical skills. The consolidation of a structured, explicit approach to teaching and assessing reading has been instrumental in the improvement we have seen in reading growth and the increase in the percentage of students achieving in the top 2 bands. Writing growth has increased from 2018, reflecting the commitment across the English and EAL teams to focus on a shared approach to student writing. Although Numeracy growth declined in 2019, the percentage of students performing in the top 2 bands at Year 9 remained similar to the State. To ensure continued strong growth in Numeracy, there has been planning for developing the Year 7 to 9 Mathematics curriculum and pedagogy. This will be a focus within the 2020-2023 Strategic Plan. All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals. In the staff survey in 2019, we maintained a very high positive percentage endorsement for Academic Emphasis. Staff also reported a high

percentage of positive endorsement in Collective Efficacy which aligns with changes made to increase collaboration within our Professional Learning Team structure. Our parents were also positive about the quality of teaching and learning, giving 87% positive endorsement for both teachers' expectations for students to achieve their best, and the academic standards at the school providing adequate challenge.

We focused on a range of improvement strategies in the 2019 school year, including continued professional learning to further develop teachers' skills in consistently and effectively implementing the whole school instructional model and use of high yield instructional strategies. There has been a sustained focus on regular, high quality feedback provided to students. We systematically used feedback from students to improve teaching and learning. The work of the Student Learning Action Team and student forums have provided evidence of the impact of AIP initiatives on teaching and learning, and continue to provide excellent feedback that can be summarised and shared with the whole staff. Students take part in PIVOT surveys to provide feedback to their teachers on many aspects of teaching and learning, and we have encouraged staff to share the results and their strategies with students so that they can see they have a voice in the classroom. This sharing will become part of the cycle of the PIVOT process so that both staff and students work together on determining the parameters of the best environment for learning for all students within the class. The PIVOT surveys have become an integral part of the staff performance and development process.

Building practice excellence is the key to student learning success. The revised PLT structure has built a more collaborative approach to planning curriculum and assessments. We ran panels of staff to evaluate the use of the quality checklist for planning curriculum and assessments and to provide feedback to their colleagues to assist them to improve the development of rigorous, standards based curriculum and assessments. Moderation of student work, to ensure more consistent application of marking schemes and the awarding of grades, is increasing in all faculties. 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 2019, we implemented a whole school approach to teaching and assessing the Victorian Curriculum Capabilities. All Year 7 to 10 students were assessed against the standards for the capabilities in the Semester 2 report. This will roll out to each semester report for Years 7 to 10 from 2020.

In 2020 we will

- focus on student effort and goal setting so that students are more active in the learning process and can better track their own progress and know what they can do to improve.
- focus on differentiation so that we can best accommodate all students in our classes so that each can access the curriculum and experience success, regardless of their point of challenge.
- provide staff with professional development on building a positive classroom environment
- build numeracy skills within Maths classes, providing more hands on examples and making connections to the real world as often as possible
- continue to focus on the literacy skills of students in all classes, including note making and summarising and comprehension skills.

Engagement

Attendance is a key indicator of students' engagement with the school and with their learning. It is very pleasing to see that our attendance rates continue to improve. In 2019, the average number of days absent per student was 11.4, compared with 12.4 in 2018. This is well below both the state and similar schools' levels. This was achieved due to our continuing focus on student attendance, which is consistently 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 through our Case Management process, meet to discuss students whose attendance has fallen below 90% and to put in place strategies to address this.

The proportion of Year 7 students who remain at the College through to Year 12 continues to be above state levels. In 2019, this retention rate was 72.9%, which compares very favourably with the state rate of 53.5%. The VCE successful completion rate fell in 2019, with 92.9% of students successfully completing VCE, compared to 97.3% in the state. This will be monitored closely to ensure appropriate pathways are in place for students leaving the College before the end of

the year. 19.6% of senior students completed a VET subject, compared to the State rate of 25.6%. Completion rates of students doing school based VCAL units remain high: 93% of students successfully complete these units. Students who exit the College after Year 12 continue to move into high quality pathways: 75% of the 2019 Year 12 cohort were successful in gaining an offer of a place at a University, with 19% at TAFE. 2% of students went on to apprenticeships or traineeships. We have a comprehensive Managed Individual Pathway planning process which commences at Year 7, 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 continued to be a focus in 2019. 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, and we conduct a comprehensive orientation programs for Year 10 and 11 students. In 2019, the percentage positive endorsement for the transitions variable in the Parent Opinion Survey was 78%, which was equal to the state level. The positive endorsement by new students on their transition was 74%, well above the state level of 69%.

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, WPC Group, CHASE (Community Health Advancement and Student Engagement), 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 were run for Year 10 students, including Speed Careering, Work Readiness and industry site visits to help prepare students to make career and pathway choices.

In 2019, 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 STEM projects as well as subject competitions, such as the Maths competition. The school production, MAC, once again provided many students an opportunity to display their talents. The production of 'The Addams Family' was very successful. The College's camps program at the Strathbogie campus, provided Year 7 and 8 classes an opportunity to engage and connect with their peers and teachers in a new environment.

In 2020 we will:

- continue to focus on improving attendance
- further improve processes to support students on the PSD program into quality pathways, with a focus on students in Year 10 and VCAL.
- continue to strengthen the VCAL program, including through strengthening our partnership with WPC and CHASE.
- embed the Learning Club in partnership with The Smith Family and St Albans East Primary School.
- evaluate and further improve the implementation of government initiatives such as the Morrisby Careers program at Year 9, and the year 7 and 8 Careers program.

Wellbeing

The main foci of our work to improve Student Wellbeing in 2019 involved consolidating and reviewing the objectives of the 2016-2019 strategic plan. This included the delivery and review of a range of proactive programs designed to support students develop resilient mindsets. 2019 saw a strong commitment to addressing the mental health needs of our students as well as recognising and promoting positive behaviours and a positive climate for learning.

Review of our work over the last strategic plan has revealed a number of highlights in the area of wellbeing. Firstly students, staff, and parents reported that the College approach to student management has enabled the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs. Processes and policies are visible, regularly reviewed and clearly embedded to ensure whole school consistency. Over

2019 the school has provided increased human resources, including the provision of additional time allowances for sub school leaders, year level coordinators and administrative assistants and additional staff for the wellbeing team, which has enhanced the school's capacity to support students. This has been further supported by a whole school strategic approach to the implementation and review of proactive programs and extracurricular activities. These programs enable support and intervention to be targeted and responsive to changing student needs. Finally, an allied health "wrap around" approach has linked the Wellbeing Team, the Individual Needs team and external providers (including Student Support Services). This ensures services are targeted to support students at risk. Regular case-management meetings support this work.

Our work in wellbeing has been endorsed by parents in the Parent Opinion Survey showing high levels of endorsement by our parent group. Parent perception of student Connectedness was in the 87th percentile, while managing bullying was in the 78th percentile. Parents' general satisfaction of the school was in the 80th percentile. The Student Attitude to School Survey also showed high levels of endorsement in relation to student wellbeing. The survey results indicate in relation to school responses to managing bullying that the school is positioned in the 74th percentile of all state schools. Similarly, respect for diversity has an endorsement level of 75%. It was noted in the data that in some areas there is a gap between the experiences of girls and boys at the College. Addressing this gap is a significant priority for our future work in 2020.

The College acknowledges that the figures in both of these surveys can fluctuate each year, however, they are an invaluable source of information regarding how to best support the students and families within our school community. 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. It must be acknowledged that there is always room for growth in the area of school climate and the College continues to focus on improving students' perceptions of connectedness, student voice and teacher concern.

The focus of our work in 2020 is to enhance the extent to which all students feel connected, protected and respected within and beyond the college. At various times students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. What creates resilience varies at different stages of our lives. The clear indication is that people thrive when they:

- Connect with one another
- Protect one another
- Respect one another

With this in mind the College has developed a Connect Protect Respect (CPR) committee, which in partnership with students, is focused on ensuring all members of our community feel safe and supported. We will invest in professional learning for staff, proactive programs for students and continue to align our policies and actions in wellbeing to this goal to ensure our vision continues to be realised in the lives of our students.

Financial performance and position

All figures from the Financial Performance and Position have been checked and confirmed correct. The College maintains a strong financial position through a rigorous process of budget planning and monitoring using a program budget approach. This has enabled us to meet human resource demands in a climate of increasing enrolments, and to undertake significant facilities redevelopment and proactive maintenance works.

The surplus of \$897,857 is attributable to:

a.	CSEF plus Western Chances Scholarships received but not used :	\$159,929	
b.	Art Program donation:	\$25,300	
c.	MYLNS Literacy :	\$63,401	
d.	Placed Based Partnership:	\$50,000	
e.	Intercultural Grant		\$10,642

Outstanding expenditures at end of year 2019:

a.	Outstanding orders:	\$213,497
b.	Invoices waiting to be paid:	\$3,683
c.	Funds set aside for Sound system (School & Gym:	\$80,000
d.	Extra fund set aside for Performing Art:	\$290,000




For more detailed information regarding our school please visit our website at
<https://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

Enrolment Profile

A total of 1512 students were enrolled at this school in 2019, 766 female and 746 male.

66 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




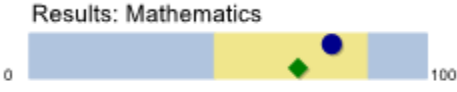


School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Performance Summary

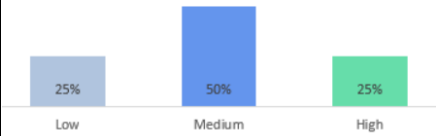
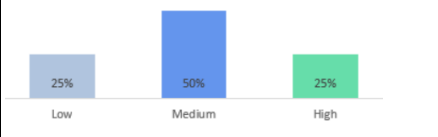


Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>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>Above ●</p> <p>Above ●</p>

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>20% Low 48% Medium 31% High</p> <p>Numeracy</p> <p>20% Low 44% Medium 36% High</p> <p>Writing</p> <p>14% Low 54% Medium 32% High</p> <p>Spelling</p> <p>20% Low 53% Medium 27% High</p> <p>Grammar and Punctuation</p> <p>27% Low 50% Medium 23% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>18% Low 50% Medium 32% High</p> <p>Numeracy</p> <p>35% Low 49% Medium 16% High</p> <p>Writing</p> <p>19% Low 48% Medium 33% High</p> <p>Spelling</p> <p>14% Low 45% Medium 41% High</p> <p>Grammar and Punctuation</p> <p>20% Low 49% Medium 31% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **90%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **19%**
 VET units of competence satisfactorily completed in 2019: **78%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **93%**

Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	93 %	94 %	94 %	95 %	95 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	93 %	94 %	94 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												

Performance Summary

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

Key: Similar School Comparison: ● Above ● Similar ● Below

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

Financial Performance and Position

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

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

Revenue	Actual
Student Resource Package	\$15,275,996
Government Provided DET Grants	\$3,548,321
Government Grants Commonwealth	\$8,966
Government Grants State	\$30,919
Revenue Other	\$91,060
Locally Raised Funds	\$1,098,268
Total Operating Revenue	\$20,053,530

Equity ¹	
Equity (Social Disadvantage)	\$2,593,917
Equity (Catch Up)	\$89,708
Equity Total	\$2,683,625

Expenditure	
Student Resource Package ²	\$15,813,076
Books & Publications	\$22,665
Communication Costs	\$56,901
Consumables	\$306,304
Miscellaneous Expense ³	\$981,994
Professional Development	\$92,412
Property and Equipment Services	\$931,885
Salaries & Allowances ⁴	\$492,490
Trading & Fundraising	\$242,500
Travel & Subsistence	\$44,502
Utilities	\$166,672

Total Operating Expenditure	\$19,151,401
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Net Operating Surplus/-Deficit	\$902,129
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Asset Acquisitions	\$183,466
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$3,898,583
Official Account	\$42,052
Other Accounts	\$6,937
Total Funds Available	\$3,947,572

Financial Commitments	
Operating Reserve	\$481,163
Other Recurrent Expenditure	\$3,683
Funds Received in Advance	\$369,805
School Based Programs	\$248,644
Repayable to the Department	\$553,267
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$1,078,641
Maintenance - Buildings/Grounds < 12 months	\$91,651
Capital - Buildings/Grounds > 12 months	\$1,040,718
Total Financial Commitments	\$3,947,572

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

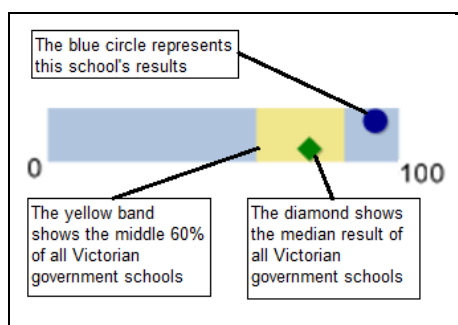
Engagement

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

Wellbeing

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

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

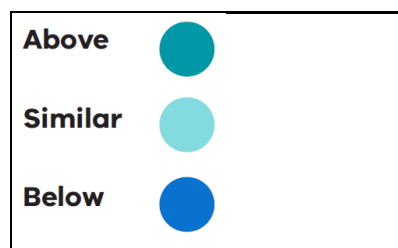


What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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