

2016 Annual Report to the School Community



School Name: St Albans Secondary College

School Number: 8330

FINAL
22.03.2017



Name of School Principal: Ms Kerrie Dowsley

Name of School Council President: Ms Tracy Nero

Date of Endorsement: 22 March 20017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 2016 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 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 2015 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 (30.4) 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 2016, 91% of Year 12 students went on to further education and training, 56% 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 consistently gain entry into top level tertiary courses.

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. Our students' learning confidence is at 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 reintroduction of Houses has enhanced students' sense of pride and connectedness, and provided them with additional leadership opportunities. Students' connectedness and safety are both at 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 54 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.

"Community" is an important part of the College's strength. In 2016, the school celebrated its 60th anniversary. The celebrations brought together alumni from interstate and overseas, and further strengthened community pride in, and engagement with, the College. 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.

Whilst there are challenges associated with the significant increase in enrolment numbers that the College has experienced over recent years, and the ongoing demand for places at the school, this trend has also provided new opportunities and impetus for change. Major upgrading of the school's facilities continued in 2016 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. Induction and mentoring programs for new staff on our whole school approach to teaching and learning, and for new students have been strengthened, and we have drawn on our partnership with the University of Melbourne to expand options for the recruitment of high quality staff.

The College has 157 equivalent full time staff: 4 Principal class, 108 teachers and 45 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. In 2016, together with an ongoing program of professional learning for staff, we established a Student Learning Advisory Team to provide a forum for students to participate in the discussion about how we can further improve teaching and learning at our school.

Our second focus area saw staff working in Professional Learning Teams to develop and document the curriculum in line with the Victorian Curriculum. Whilst there was also ongoing development of assessments, a focus for our work in 2017 will be 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 each of the areas measured being similar to or higher than all Victorian government schools. In 2016, we achieved outstanding VCE results, the best in the history of the college. Our VCE median study score was 30.4, compared to the state average of 28.71; and the percentage of study scores above 40 was 7.3 %, significantly higher than the state figure of 6.3%. These results exceed the targets set in the school's Annual Implementation Plan for 2016. A large proportion of students (29%) received ATARs over 80, and the VCE completion rate was 98.3%. In addition, 13% 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 also excellent, enabling students to transition into high quality pathways. These achievements are the result of planned and relentless 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 rigorous preparation for VCE SACs and exams, and a focus on precise, well timed course delivery and assessment.

Our matched cohort learning gain in NAPLAN testing for Reading, Spelling, Grammar and Punctuation and Numeracy tests shows that our students are improving at a significantly higher rate than the state, statistically similar schools and students with the same starting score. Our matched cohort learning gain in Writing is close to the state and much higher than statistically similar schools. We exceeded the targets set in Numeracy and will continue to maintain a focus on Reading, Writing and Academic Vocabulary to ensure continued growth in these areas.

The AusVELS 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 2016 school year, including a professional learning program to further develop teachers' skills in consistently and effectively implementing the whole school teaching model, and a systematic approach to open classrooms. We strengthened the quality and incidence of feedback, enabling teachers to have a clear understanding of each student's progress and next steps in relation to the learning intention, and we systematically used feedback from students to improve 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.

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 2017 we will:

- support consistent and effective implementation of the school lesson structure and make this more visible in all classrooms with student designed posters.
- support the explicit teaching and use of high yield instructional strategies in all classrooms.
- develop and agreed school and Key Learning Area approach to 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.
- complete the development of an intellectually rigorous, standards based curriculum and assessments and make these available on Compass.
- strengthen staff skill level in using a range of data to inform teaching and learning.



- develop and implement a targeted approach to improving the teaching of reading and writing in English.
- enhance the quality and breadth of the SEAL program.
- refine and enhance teaching practice at VCE level to maximize value add in all VCE subjects.
- implement a whole school approach to teaching students the capabilities for lifelong learning.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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 continued to improve. In 2016, the average number of days absent across the College was 11.2, an improvement on 2015 figures, and well below the state median of 19.6 days. Whilst this did not quite meet our target for the average absent rate to be below 10.9 days, it is, nevertheless, an excellent result, and was achieved due to our high expectations of student attendance, clearly communicated to students and parents. We have clear and robust processes in place to monitor student attendance: 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 families of all students who are absent on any day are contacted by SMS, and, where no reason is provided, a follow up phone call is made to the parent by a Year Level Coordinator. This close monitoring and support resulted in an annual student attendance rate above 94%.

The proportion of Year 7 students who remain at the College through to Year 10 continued to improve. In 2016, this retention rate was 81.3%, which compares favourably with the State median of 75.9%. The 4 year trend is also well above the State median. Students who exit the College after Year 12 continue to move into high quality pathways: 89% of the 2016 Year 12 cohort were successful in gaining an offer of a place at a University or TAFE, meeting the target set for 2016. Our Managed Individual Pathway career planning processes commence at Year 9 with Careers Fast Track, and continue to provide high quality support to all students, even after they exit the College.

In 2016, we further strengthened our VCAL program as a result of successfully implementing partnerships with CHASE at Year 11 and Western Health at Year 12. These partnerships provided our students with the opportunity to contribute positively to our wider community, to gain invaluable workplace experience, and to develop their employability skills. The VCAL graduating class also moved into excellent pathways. Of the 33 students, 23 went on to study at TAFE, 5 have commenced an apprenticeship or pre-apprenticeship, 3 found full time work while 2 were looking for work.

Successfully supporting students in their transitions into and within the College remained a focus in 2016. The Grade 6 to Year 7 program provides a supportive process to students as they make this important transition. Students participated in a number of events, including a secondary school taster program, and a 'Big Day In', a wellbeing program aimed at helping students make connections with others who will also be commencing Year 7 at the College. In 2016, we successfully introduced a 'Step Up' program, which allowed students in Years 7 to 9 to experience classes in the year level above. We also continued to conduct our successful orientation programs for Year 10 and 11 students. In 2016, we set a goal of 60% endorsement in the Parent Opinion survey for the Transitions variable. The actual result was a very pleasing 75.5% endorsement. The College also implements a documented induction program for students who enrol in the College after Year 7. This includes setting up a buddy system, close monitoring of progress as well as regular contact with parents.

We continued to participate in a number of successful partnerships with high quality business and community organisations. These include The Smith Family, the Australian Business and Community Network, the Beacon Foundation, and CHASE and Western Health, as mentioned previously. 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 Careering, 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 2016, 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 and subject competitions, such as the Maths competition. We have recently introduced a Makers Club to support students who are interested in exploring digital technologies. 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 2017 we will:

- further improve processes to support students on the PSD program into quality pathways.
- continue to strengthen the VCAL program, including external partnerships.
- expand the programs available for identified groups of students at risk.
- increase participation in the Business and Community Partnerships Committee.
- increase opportunities for Year 9 students to visit tertiary institutions.
- continue to monitor, evaluate and improve transition programs across the College.
- improve processes to support students making subject selections in Years 10 to 12 in order to maximise their options as they exit the College.
- implement electronic MIPs plans to enable parents and students to have broader access, both at school and at home.

Wellbeing

The 2016 Student Attitudes to School Survey results show that our school is similar to all Victorian schools in terms of students' perceptions of their connectedness to school and to peers, their sense of safety, and of classroom behavior, student morale and teacher empathy. Whilst we did not meet our 2016 targets in these areas, there was improvement from previous years. The key focus for the Wellbeing section of the AIP was to develop the capacity of the House System to increase the connectedness of students to their peers and the school in general, and to implement a suite of Proactive Programs that would build student resilience, promote student voice and enrich our culture of inclusiveness in the school community. The focus on these elements is reflected in improved programs and perceptions by students, parents and staff.

The Parent Opinion Survey reflected significant improvements in student variables of School Connectedness (64.4% up to 91.9%), Connectedness to Peers (55.5% up to 80.1%) and Social Skills (25% up to 56.9%). Parents' general satisfaction with the school increased from 69.9% to 88.1%.

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 2016, 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. We further developed our acknowledgement and celebration of student positive behaviors, leadership and citizenship through recognition at Year Level Assemblies and the student leadership photo wall in the general office foyer. Staff were made aware of the Protective Factors identified by our Student Engagement & Wellbeing Committee and shown how these could be incorporated into their classroom practice. With the view of further improving our capacity to provide a safe and supportive school environment, our 2017 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 2017 we will:

- implement, evaluate and refine, where necessary, our suite of Proactive Programs
- participate in the Victorian Government's Respectful Relationships Program
- introduce a refined model for the SRC Executive at junior levels to improve communication and effectiveness
- implement the Doctors in Schools initiative from Term 3 2017
- increase the activities of the INTERACT Club in association with the communities of this school, Rotary and other educational institutions
- embed our program of recognising positive student behaviors and acknowledging student contribution to the school and broader community
- implement an extensive program with a focus on anti-bullying and safe digital device use for students, staff and parents
- connect our student management teams with professional learning that equips them to support students with mental health issues
- provide revised and extended opportunities for students and staff to engage with the House system.

For more detailed information regarding our school please visit our website at
[enter web address here]



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 1371 students were enrolled at this school in 2016, 694 female and 677 male. There were 53% 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 and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

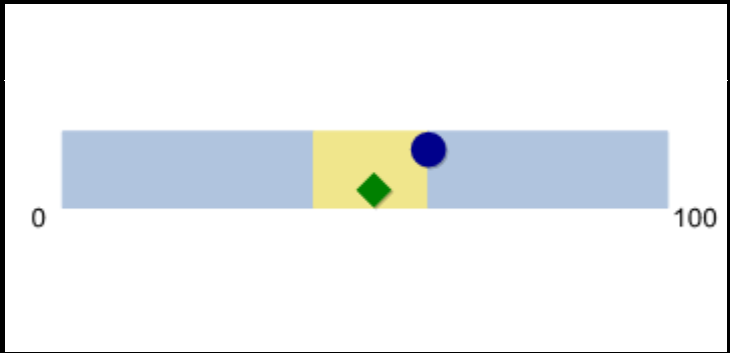
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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

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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary 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>● Similar</p> <p>● Similar</p> <p>● Similar</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>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>41%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>43%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>41%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>53%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	50%	21%	Numeracy	33%	41%	26%	Writing	34%	43%	23%	Spelling	29%	41%	30%	Grammar and Punctuation	24%	53%	23%	<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> ● Higher ◆ </p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 94% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 31% VET units of competence satisfactorily completed in 2016: 79% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 85%</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: ◆

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 2016 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	94 %	95 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Higher</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	94 %	95 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</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: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Higher</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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

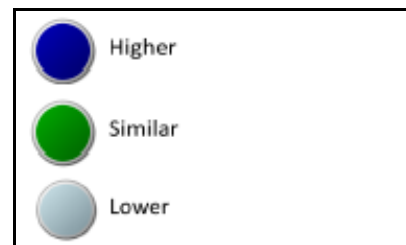
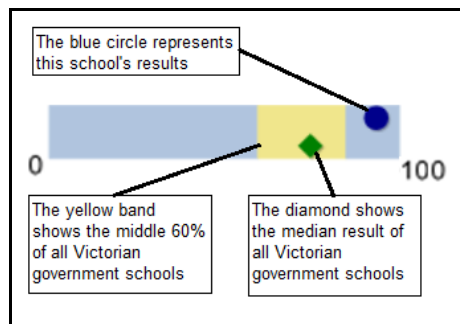
What are student outcomes?

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, P-12 and specialist schools, 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.

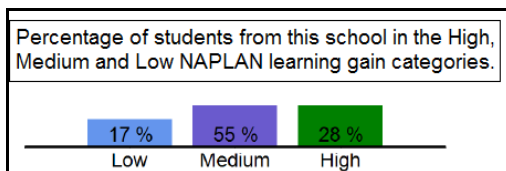
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

The surplus of \$528 369 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 2017.

- (i) Grants/Donations balances carried forward:
- University of Melbourne teaching fellow \$52 470
 - Art program donation \$20 000
 - CSEF balance at end of 2016 \$68 586
 - Japan trip \$8,325
 - 60th Reunion celebrations \$18 358
 - Credit to cash transfer balance \$200 000

The school received the following new sources of funding in 2016:

- STEM program grant \$25 000
- University of Melbourne intern program \$7 693
- Relocatable classroom grant \$41 500

The school received the following additional sources of funding in 2016:

- Teacher candidate supervision \$18 056
- Advance grant \$9 300

- (ii) Recurring expenditure at the end of the year which was paid at the start of 2017:
- Art Room projects \$184 000

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$12,806,944
Government Provided DET Grants	\$2,897,726
Government Grants Commonwealth	\$78,219
Government Grants State	\$17,025
Revenue Other	\$99,688
Locally Raised Funds	\$906,762
Total Operating Revenue	\$16,806,364

Expenditure	
Student Resource Package	\$12,813,422
Books & Publications	\$8,455
Communication Costs	\$56,986
Consumables	\$280,043
Miscellaneous Expense	\$824,712
Professional Development	\$56,347
Property and Equipment Services	\$1,636,470
Salaries & Allowances	\$225,296
Trading & Fundraising	\$199,124
Travel & Subsistence	\$52,147
Utilities	\$124,993

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$2,174,377
Official Account	\$26,767
Other Accounts	\$4,226
Total Funds Available	\$2,205,370

Financial Commitments	
Operating Reserve	\$414,002
Capital - Buildings/Grounds incl SMS<12 months	\$20,491
Maintenance - Buildings/Grounds incl SMS<12 months	\$499,078
Revenue Received in Advance	\$456,378
School Based Programs	\$91,514
Repayable to DET	\$15,426
Other recurrent expenditure	\$442,022
Capital - Buildings/Grounds incl SMS>12 months	\$66,459
Maintenance -Buildings/Grounds incl SMS>12 months	\$200,000
Total Financial Commitments	\$2,205,370



Total Operating Expenditure	\$16,277,995
Net Operating Surplus/-Deficit	\$528,369
Asset Acquisitions	\$64,825

Student Resource Package Expenditure figures are as of 08 March 2017 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.