

2018 Annual Report to The School Community



School Name: St Albans Secondary College (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 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 2018 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 21 March 2019 at 10:17 AM 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 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 2018 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 24 March 2019 at 03:17 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.

St Albans Secondary College is a 7 - 12 co-educational school located 18 km to the northwest of central Melbourne. The College is proud of its history as the original secondary school in the area, and of its continuing role as an educational focal point within the community of St Albans and surrounding suburbs. The St Albans community has welcomed new arrivals to Australia since its establishment in 1956, and this is reflected in the culturally and linguistically diverse backgrounds of our students, as well as in the multicultural vitality of our community. The vast majority of our students come from non-English speaking backgrounds, covering 53 different nationalities.

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. The growth achieved by our students in reading and numeracy saw the school acknowledged by the national curriculum and assessment body, ACARA, as 'having demonstrated substantially above average gain in NAPLAN results'. 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 2018, 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 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 inter school 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 environment 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 2018 with the 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 an enrolment of 1533 students, and 151.5 equivalent full time staff: 4 Principal class, 109.2 teachers and 42.3 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 work commence on a whole school framework for developing resilient mindsets among students and staff. We partnered with Andrew Fuller to examine research in relation to mindsets and wellbeing, and to develop an implementation plan for this framework in our school.

Achievement

The College continued to perform very well in terms of student learning outcomes, with results in all of the areas measured in the Performance Summary being similar to or higher than all Victorian government schools. In 2018, we achieved outstanding VCE results, with a VCE median study score of 30.15, and the percentage of study scores above 40 at 6.5%. Almost a third of the 133 students studying VCE received ATARs over 80 and half of the cohort achieved an ATAR over 70; the VCE completion rate was 97.4%. In addition, 11.3% of VCE students also qualified to receive the VCE Baccalaureate, which recognises students who study and attain high scores in Maths Methods, Specialist Maths and a LOTE. The percentage of study scores above 37 (out of 50) across all subjects doubled from 8 to 16% in 2018, and is well above that for the state and similar schools. Support and enrichment classes were also a key feature for VCE students, as was a rigorous VCAL program with extended community project opportunities. 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, and Numeracy shows that our students are improving at a significantly higher rate than the state, and well above similar schools. Reading growth was particularly strong, reflecting the rigorous work done 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. Writing growth was maintained. Numeracy growth, whilst still above state levels, declined in 2018, and this is an area of focus for 2019. The percentage of students in the top two bands for reading, writing and numeracy at Years 7 and 9 were all above state levels, and well above results for similar schools.

The Victorian Curriculum teacher judgments indicate that our results were similar to 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 very positive about the teaching and learning at the college, are highly motivated and confident in their learning, and rate the stimulated learning environment highly. Similarly, staff rated their collective efficacy and the academic emphasis of the college very highly. Our parents were also extremely positive about the quality of teaching and learning.

Our results can be attributed to a range of improvement strategies in the 2018 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 trialled learning sprints as a form of staff development, focussing on timing and pacing of lessons to maximise student learning. We systematically used feedback from students to improve teaching and learning. The work of the Student Learning Action Team was critical in introducing students and new staff to the learning cycle, and in conducting research with student focus groups to assess the impact of AIP initiatives on teaching and 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 2019 we will focus on feedback to know our impact. We will do this through:

- strengthening consistent and effective implementation of the school lesson structure, with a focus on in-lesson feedback.
- supporting the explicit teaching and use of high yield instructional strategies in all classrooms.
- introducing a revised model of PLT collaboration to support the development of intellectually rigorous, standards based curriculum and assessments
- strengthening the use of data to inform teaching through the use of the differentiation diamond to support a targeted approach to teaching reading and writing, and numeracy.
- introducing the PIVOT survey to support more systematic use of feedback from students and colleagues to improve teaching and learning.
- commencing work on a research based whole school approach to differentiation.

We will also continue work to:

- embed the work on teaching and assessing summarising and note making.
- further increase staff use of digital technologies to deepen and enrich learning.
- continue to refine and enhance teaching practice at VCE to maximise value add in all VCE subjects.
- implement a whole school approach to teaching and assessing 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 2018, the average number of days absent was 12.4. Whilst this did not meet our target for the average absent rate to be below 10 days, it is, nevertheless, an excellent result. The number of days absent is well below both the State and similar schools levels. 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 continues to be above the state levels. In 2018, this retention rate was 78.4%, which compares very favourably with the state rate of 72.6%. VCE completion rates improved in 2018/ 97.4% of students successfully completed VCE, compared to 97.2% in the State.. Our VET offerings remain strong. 36.8% of Senior students completed a VET subject, compared to the State rate of 26.6%. Completion rates of students doing school based VCAL units remain high. 90% of students successfully complete these units.. Students who exit the College after Year 12 continue to move into high quality pathways: 61% of the 2018 Year 12 cohort were successful in gaining an offer of a place at a University 31% at TAFE. 2% of students went on to apprenticeships or traineeships. 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 2018. 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 2018, the % positive endorsement for the transitions variable in the Parent Opinion Survey was 76.9%, which was a very pleasing result.

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 Carering, 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 2018, 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 2019 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 strengthening our partnership with WPC.
- ? implement a Learning Club in partnership with The Smith Family and St Albans East Primary School.
- ? implement changes to the MIPs program to incorporate government initiatives such as the Morrisby Careers program at Year 9.
- ? further implement electronic MIPs plans to enable parents and students to have broader access, both at school and at home to careers information.

Wellbeing

The main foci of our work to improve Student Wellbeing in 2018 included delivering 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 and a positive climate for learning.

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 82nd percentile. Parents' general satisfaction with the school was in the 87th percentile. The Student Attitude to School Survey similarly showed high levels of endorsement in relation to student wellbeing. Student endorsement of managing bullying increased from the 67% percentile to the 70% percentile, 12% higher than the state average. Student endorsement of resilience also showed an increase from the 63% percentile to 65% percentile, 5% higher than the state average. While figures in both these surveys fluctuate each year, they both remain 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. Throughout 2018, the school's Student Management and Wellbeing Teams continued to implement and refine 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.

2018 saw the introduction of a new resilience framework resulting in extensive professional development for staff in partnership with clinical psychologist Andrew Fuller. This program will continue to be rolled out across the College in order to grow the positive climate and continue to ensure all teachers, are Connected, Protected and

Respected. With the view of further improving our capacity to provide a safe and supportive school environment, our 2019 AIP has a refreshed focus on student wellbeing, inclusivity, student voice and expanded opportunities for leadership and participation in the school community, particularly through the House system.

In 2019 we will:

- invest additional resources into student wellbeing to meet the growth in the student population.
- continue to implement, evaluate and refine, where necessary, our suite of Proactive Programs
- further, refine and continue to implement our whole school resilient mindsets framework to strengthen student wellbeing and resilience
- continue to systematise school processes to support our most vulnerable and at-risk students
- 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.

Financial performance and position

All figures from the Financial Performance and Position have been checked and confirmed correct.

The surplus of \$1,084,444 is attributable to:

a.	CSEF plus Western Chances Scholarships received but not used :	\$100,657
b.	Art Program donation:	\$25,300
c.	University of Teaching Fellow:	\$33,670
d.	Bush Fire Prevention:	\$12,000
e.	Inclusive Education:	\$9,800
f.	Italy/ France trip:	\$85,000

Outstanding expenditures at end of year 2018:

a.	Outstanding orders:	\$197,609
b.	Invoices waiting to be paid:	\$18,709
:		
c.	Gym Redevelopment	\$481,000 (waiting for approval from Region)




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

Enrolment Profile

A total of 1455 students were enrolled at this school in 2018, 722 female and 733 male.

63 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


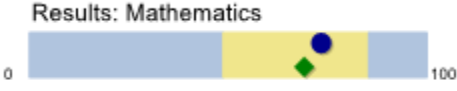


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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> Similar</p> <p> 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>	<ul style="list-style-type: none"> Higher Higher Similar Higher













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 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 style="text-align: center;">Reading</p> <p style="text-align: center;">22 % 52 % 26 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">14 % 55 % 31 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">20 % 50 % 30 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">13 % 52 % 35 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">22 % 44 % 34 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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 style="text-align: center;">Reading</p> <p style="text-align: center;">18 % 50 % 32 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">23 % 47 % 30 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">22 % 54 % 25 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">22 % 41 % 37 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">22 % 53 % 25 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Higher</p>
<p>Students in 2018 who satisfactorily completed their VCE: 97% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 37% VET units of competence satisfactorily completed in 2018: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 90%</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:

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	92 %	94 %	96 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	94 %	92 %	94 %	96 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Higher</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:

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$14,746,298	High Yield Investment Account	\$2,718,992
Government Provided DET Grants	\$3,164,486	Official Account	\$17,968
Government Grants Commonwealth	\$50,407	Other Accounts	\$5,586
Government Grants State	\$23,694	Total Funds Available	\$2,742,545
Revenue Other	\$111,484		
Locally Raised Funds	\$1,109,609		
Total Operating Revenue	\$19,205,978		
Equity¹			
Equity (Social Disadvantage)	\$2,581,061		
Equity (Catch Up)	\$108,585		
Equity Total	\$2,689,646		
Expenditure		Financial Commitments	
Student Resource Package ²	\$14,701,241	Operating Reserve	\$467,937
Books & Publications	\$18,577	Other Recurrent Expenditure	\$18,709
Communication Costs	\$58,479	Funds Received in Advance	\$437,325
Consumables	\$271,641	School Based Programs	\$197,226
Miscellaneous Expense ³	\$837,154	Capital - Buildings/Grounds < 12 months	\$571,010
Professional Development	\$117,281	Maintenance - Buildings/Grounds < 12 months	\$51,203
Property and Equipment Services	\$1,159,605	Capital - Buildings/Grounds > 12 months	\$999,135
Salaries & Allowances ⁴	\$490,084	Total Financial Commitments	\$2,742,545
Trading & Fundraising	\$244,451		
Travel & Subsistence	\$49,914		
Utilities	\$173,107		
Total Operating Expenditure	\$18,121,534		
Net Operating Surplus/-Deficit	\$1,084,444		
Asset Acquisitions	\$737,796		

(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 15 March 2019 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)

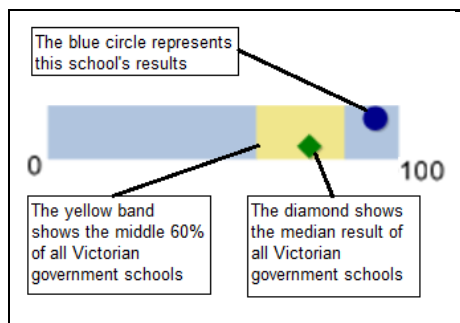
Engagement

- 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).

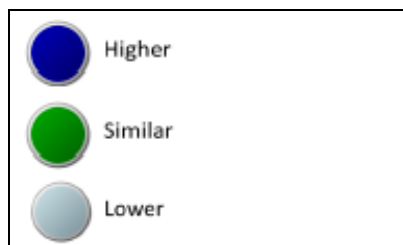


What does *School Comparison* refer to?

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 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*' 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').