

2018 Annual Report to The School Community



School Name: Springside P-9 College (8911)



- 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 01 May 2019 at 09:31 AM by Robert Nicholls
(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 01 May 2019 at 10:05 AM by Sumit Minocha
(School Council President)

About Our School

School context

Throughout 2018 Springside sustained its strong emphasis on growth across all aspects of our students' school lives. This was further reinforced by developing our planning and strategies to support student voice, agency, and leadership. We implemented a more strategic approach to professional learning for our staff to support further these areas. A great example of this was our School Wide Positive Behaviours Program.

2018 was the second year of our 2017-2020 School Strategic Plan (SSP). Our 2018 Annual Implementation Plan demonstrated a clear alignment with the DET's Framework for Improving Student Outcomes (FISO), with the following key strategies being a continued focus:

- Develop the college as a Professional Learning Community.
- Develop and utilise a consistent and focused use of evidence to plan for differentiated learning.
- Develop a learning environment and culture that actively engages and involves all students.
- Increase and promote student-driven learning in the classroom, and develop more active opportunities for student voice.
- Provide our families with accurate and ongoing evidence of our students' learning progress.
- Provide and sustain a safe, inclusive and inspiring learning environment
- Enhance the college's approach to building student resilience, voice, agency and leadership

The Parent Satisfaction Summary from our 2018 Parent Survey was above the state median. Staff Survey School Climate results are within the middle 60% of Victorian state schools, but are below the state median.

2018 was the first year of our neighborhood secondary school Springside West Secondary College, meaning we had no year 7 enrolments as we commenced our transition to a primary school. This enrolment reduction had a significant impact on our Student Resource Package funding and staffing profile, and will do so even more so in the coming years. However it is expected that Prep-6 enrolments will grow in coming years as the Plumpton and Woodleigh Estates continue to develop.

A total of 986 students were enrolled at Springside in 2018, 496 female and 490 male. 30% of our students had English as an additional language. The school's overall socio-economic profile is medium based on our Student Family Occupation and Education Index.

At the beginning of the 2018 school year, the college staffing profile consisted of 65.2 teaching staff and 25.7 support staff.

Framework for Improving Student Outcomes (FISO)

Our 2018 Annual Implementation Plan (AIP) continued with the FISO improvement initiatives of 'Building Leadership Teams', 'Building Practice Excellence' & 'Curriculum Planning and Assessment'.

Our 2017-2020 SSP goals are:

- Student Achievement: To ensure high levels of learning growth for every student in all curriculum areas.
? If a whole college consistent approach to curriculum planning, instruction and assessment is implemented then student learning growth in achievement and engagement will improve.
- Student Engagement: To engender sustained student ownership of their learning.
? If students have ownership over their own learning, and college processes and practices encourage a positive learning environment, then learning confidence and achievement will be enhanced.
- Student Wellbeing: To optimise positive wellbeing for all students.
- If students experience a safe and inclusive learning environment, then their resilience and wellbeing will be fostered

Achievement

At Springside Teacher Judgements are based on our whole school assessment strategies and practices that result from our curriculum planning. There is a strong focus on using authentic evidence of student learning gained from a range of pre, ongoing and post assessments. Our semester 1 and 2 reports indicate the progression points our students have achieved using our Teacher Judgement assessment practices. The

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Teacher judgments of the learning progress and outcomes of our primary students for English and Mathematics are aligned with the state median and similar schools.

The percentage of Year 3 students in the top 3 NAPLAN bands for Reading and Numeracy compared similarly with the state median. The percentage of Year 5 students in the top 3 bands for Reading and Numeracy was below the state median. NAPLAN learning gain from year 3 (2016) to year 5 (2018) for Reading showed 60% of the students demonstrated medium to high gain. Medium to high gain for Year 3-5 Numeracy was 61% and Writing was 65%.

Teacher judgments of the learning progress and outcomes of our Year 9 students for English were below state median, while teacher judgments of Mathematics were above the state median.

The percentage of Year 9 students in the top 3 NAPLAN bands for Reading aligned with the state median, while for numeracy they were above the state median.

NAPLAN learning gain from year 7 (2016) to year 9 (2018) for Reading showed 73% of the students demonstrated medium to high gain. Medium to high gain for Year 7-9 Numeracy was 90% and Writing was 86%. The Australian Curriculum Assessment and Reporting Authority (ACARA) identified Springside as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

As well as maintaining a number of key practices that have supported our school improvement focus, in 2019 we will be implementing and/or extending additional targeted strategies as further support. These include:

- Our participation in the two year (2019-2020) Primary Mathematics Specialist Initiative involving training of two school-based mathematics specialists who will support the teaching and learning of mathematics at Springside.
- Employing a new Leading Teacher who will have the supported leadership responsibility of embedding a true Professional Learning Community Culture at Springside employing a student learning focussed inquiry model
- Embedding the educationally research-based Literacy Workshop Model, initially in our Prep – 2 classes, and then across the school.
- Broadening our ongoing reporting focus across the college, using SeeSaw in Prep-2 and Office 365 in 3-6.

Engagement

Student attendance rates across our Prep – 6 classes are again consistently similar to the state median. In 2018 primary absences were slightly higher than our 4-year average. Attendance rates for our year 8 and 9 students in 2018 were also similar to the state median and were also slightly higher than our 4-year average. It was pleasing to note that our unapproved absences for year prep to 6 students dropped from 5% in 2017 to 2.6% in 2018.

Similarly our year 8-9 unapproved absences dropped from 8.7% to 5.3%. Our 2018 year 5 unapproved absences were at 4.4% whereas our year 4 students unapproved absences were at 1.4%. 15% of our prep-6 students had between 20 - 30 absences during the school year. This is lower than 2017 which was at 18%, but is still an area of concern and focus for the college.

In 2019 we will continue to monitor our student attendance trends, particularly around identified concerning student absences rates. Our Engagement and Wellbeing team will work with staff and families to support areas of concerns and provides supports and strategies where appropriate. We will also continue to utilise network and other external supports where appropriate and when needed.

Our increasing focus on building our work around student voice, agency, and leadership will further support student engagement focus.

Wellbeing

In 2018 our year 4, 5 and 6 Attitudes to School results once again compared favourably with the state median. The percentage of students indicating positive responses (agree or strongly agree) to the two components featured in our 2018 Annual Report, 'Sense of Connectedness' (84.6%) and 'Management of Bullying' (84.7%), were above the state median. Across years 4-6 students 93% of our students indicated a positive response to

'Sense of Inclusion' and 81% to 'Student Voice and Agency'.

Our year 8 and 9 students positive responses were slightly lower than 2017 and the state median (53.7%) for the 'Sense of Connectedness' component (51.7%). 'Management of Bullying' (58.7%) was above the state median (56.7%). Across years 8-9 52% of our students indicated a positive response to 'Sense of Inclusion' and 37% to 'Student Voice and Agency'. There will be a strong focus in our 2019 AIP and relevant strategies aiming to identify and address our students' specific concerns.

Our continued focus on developing and consistently embedding our School Wide Positive Behaviours Program across the college will further support our wellbeing priorities. We will also rigorously build our already highly effective approaches and strategies to make Springside a truly inclusive learning environment for every student who attends our college.

Financial performance and position

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. The surplus of \$826,903 is a result of an accumulation of locally raised funding, use of funds transferred from our Investment Account and Credit to Cash transfers the college has completed. Much of this funding has been allocated to support our transition from a Prep-9 college to a primary setting from 2020, particularly upgrading classrooms and the school grounds.




For more detailed information regarding our school please visit our website at
<http://springsidecollege.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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

School Profile

Enrolment Profile

A total of 986 students were enrolled at this school in 2018, 496 female and 490 male.

30 percent were EAL (English as an Additional Language) students and ND 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.



(Primary Year Levels)




Performance Summary

















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

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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> |

(Primary Year Levels)

Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|--|--|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Lower</p> <p> Similar</p> <p> Lower</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Lower</p> |

(Primary Year Levels)

Performance Summary

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

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>48%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>58%</td> <td>11%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 40% | 45% | 15% | Numeracy | 40% | 48% | 13% | Writing | 35% | 51% | 14% | Spelling | 27% | 49% | 24% | Grammar and Punctuation | 30% | 58% | 11% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 40% | 45% | 15% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 40% | 48% | 13% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 35% | 51% | 14% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 27% | 49% | 24% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 30% | 58% | 11% | | | | | | | | | | | | | | | | | | | | | | | |

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary 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" style="width: 100%; text-align: center;"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>92 %</td> </tr> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 92 % | 91 % | 92 % | 93 % | 94 % | 90 % | 92 % | <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> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 92 % | 91 % | 92 % | 93 % | 94 % | 90 % | 92 % | | | | | | | | | | |

(Primary Year Levels)




Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary 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> 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> Similar</p> <p> Similar</p> |

(Secondary Year Levels)




Performance Summary



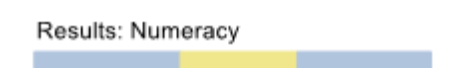


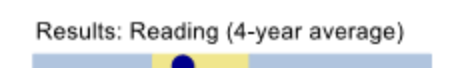

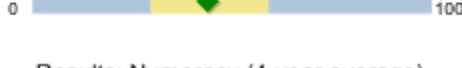




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

| 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> Higher</p> |

(Secondary Year Levels)

Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|---|---|--|
| <p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p> |
| <p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |

(Secondary Year Levels)




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 No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</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 27 % Low 49 % Medium 24 % High</p> <p style="text-align: center;">Numeracy 10 % Low 56 % Medium 34 % High</p> <p style="text-align: center;">Writing 15 % Low 60 % Medium 26 % High</p> <p style="text-align: center;">Spelling 25 % Low 51 % Medium 24 % High</p> <p style="text-align: center;">Grammar and Punctuation 23 % Low 49 % Medium 28 % 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 style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p> | <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p> |
| <p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p> | | |

(Secondary Year Levels)

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>NA</td> <td>90 %</td> <td>90 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | NA | 90 % | 90 % | NA | NA | NA | <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> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| NA | 90 % | 90 % | NA | NA | NA | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>No Data Available</p> <p>No Data Available</p> | <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> | <p>No Data Available</p> <p>No Data Available</p> | | | | | | | | | | | | |

(Secondary Year Levels)

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> Higher</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 | \$8,949,326 | High Yield Investment Account | \$469,906 |
| Government Provided DET Grants | \$2,093,671 | Official Account | \$85,699 |
| Government Grants Commonwealth | \$7,902 | Other Accounts | \$987,590 |
| Government Grants State | \$26,919 | Total Funds Available | \$1,543,194 |
| Revenue Other | \$52,706 | | |
| Locally Raised Funds | \$572,375 | | |
| Total Operating Revenue | \$11,702,899 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$235,472 | | |
| Equity (Catch Up) | \$24,862 | | |
| Equity Total | \$260,334 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$8,749,704 | Operating Reserve | \$340,985 |
| Books & Publications | \$9,615 | Other Recurrent Expenditure | (\$2,029) |
| Communication Costs | \$22,758 | Funds Received in Advance | \$36,000 |
| Consumables | \$165,481 | School Based Programs | \$801,938 |
| Miscellaneous Expense ³ | \$462,466 | Funds for Committees/Shared Arrangements | \$16,300 |
| Professional Development | \$34,235 | Maintenance - Buildings/Grounds < 12 months | \$350,000 |
| Property and Equipment Services | \$318,705 | Total Financial Commitments | \$1,543,194 |
| Salaries & Allowances ⁴ | \$997,760 | | |
| Trading & Fundraising | \$33,627 | | |
| Travel & Subsistence | \$142 | | |
| Utilities | \$81,505 | | |
| Total Operating Expenditure | \$10,875,996 | | |
| Net Operating Surplus/-Deficit | \$826,903 | | |
| Asset Acquisitions | \$0 | | |

- (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)

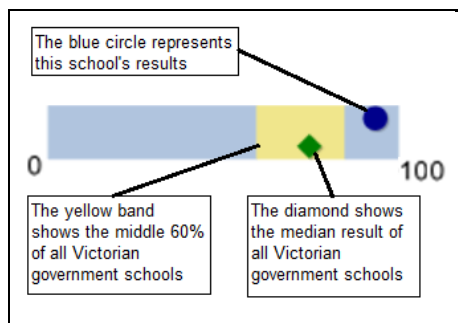
Engagement

- 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).

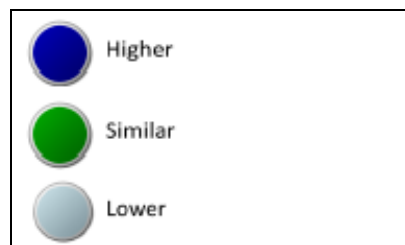


What does *School Comparison* refer to?

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').