

2019 Annual Report to The School Community



School Name: Springside Primary School (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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2020 at 01:55 PM by Gabrielle Zorko (Principal)

The 2019 Annual Report to the school community:

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

Attested on 19 March 2020 at 12:45 PM by Sumit Minocha (School Council President)

About Our School

School context

Throughout 2019 Springside College sustained its strong emphasis on growth across all aspects of our students' school lives. This was reinforced by continued development and planning of strategies to support inclusion, student voice, agency, and leadership. We continued to implement a more strategic approach to professional learning for our staff to further support these areas. A great example of this was our School-Wide Positive Behaviour Support implementation.

2019 was the third year of our 2017-2020 School Strategic Plan (SSP). Our 2019 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 2019 Parent Survey showed positive results in most areas. Springside scored similarly to the overall state median. Parents reported below similar school scores in the area of safety - managing bullying, yet the students reported above-average scores for safety and managing bullying in their Attitudes to School Survey. Future work will be improving communication with parents via Seesaw, COMPASS and other platforms, as well as improving the response rate to more than the 25 Parent Surveys are completed in 2020.

The Staff Survey School Climate results were representative of only 50% of staff, showing a 1% increase on last year. All areas of the survey remained below similar Victorian state schools. Narrowing the focus in 2020 by reviving Springside's Guaranteed and Viable Curriculum; embedding HITS into daily practice and implementing a Peer Observation Model with Cultural and Structural Leadership is at the forefront of planning. We are striving to raise the profile of the staff survey, by implementing strategies listed as needs within the data. We are communicating the importance of staff voice in developing our strategic vision, with an aim to improve the response rate in the future.

2019 was the second year of our neighbourhood secondary school Springside West Secondary College, meaning we had no year 7 or 8 enrolments as we commenced our final year of 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 894 students were enrolled at Springside in 2019, with 453 females and 441 males. 32% were EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students. The school's overall socio-economic profile is medium based on our Student Family Occupation and Education Index.

At the beginning of the 2019 school year, the college staffing profile consisted of 59.6 teaching staff and 23.90 support staff. The leadership profile commenced 2019 consisting of 1 principal, 4 assistant principals (2 curriculum/ 1 wellbeing/ 1 inclusion), 3.5 leading teachers (1 PLC/ 1 curriculum/ 1.5 wellbeing), 2 learning specialist (1 S.T.E.A.M/ 1 curriculum), 2 primary maths specialists and 7 PLC leaders. The leadership profile finished 2019 consisting of 1 principal, 2 assistant principals (1 curriculum/ 1 wellbeing & inclusion), 2.5 leading teachers (1 PLC/ 1.5 wellbeing), 2 learning specialist (1 S.T.E.A.M/ 1 curriculum), 1 primary maths specialist and 7 PLC leaders.

Framework for Improving Student Outcomes (FISO)

Our 2019 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 Mathematics are aligned with the state median and similar schools, however our results for English are below the similar school comparison.

The percentage of Year 3 students in the top 3 NAPLAN bands for Reading and Numeracy compared below the state median. The percentage of Year 5 students in the top 3 bands for Reading and Numeracy were also below the state median. The most impressive NAPLAN learning gain from year 3 (2016) to year 5 (2019) was for Writing showing 77% of the students demonstrated medium to high gain. Medium to high gain for Year 3-5 Numeracy was 69%; Reading was 68%; Grammar and Punctuation 67% and Spelling was 66%.

Teacher judgments of the learning progress and outcomes of our Year 9 students for English remained 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 and Numeracy were below the state median. NAPLAN learning gain from year 7 (2016) to year 9 (2019) for Numeracy showed 80% of the students demonstrated medium to high gain. Medium to high gain for Year 7-9 Spelling was 79%; Grammar and Punctuation 77%; Writing was 75% and Reading was 71%.

Our 35 students on the Program for Students with Disabilities (PSD) have continued to make stable growth measured using the ABLES assessment and ongoing observations of what a student can do; say; make; write; draw. Participation in the Online Autism Professional Learning Pilot and extensive work as part of the School Leaders of Autism and Inclusion Community of Practice allowed Springside to transform the Individual Education Plan process incorporating student and family voice as well as ensuring access and participation for all members of the SSG in a true Team Around the Learner model. Springside College also improved its inclusive practice of the 22 students with a disability diagnosis yet not funded under PSD.

As well as maintaining a number of key practices that have supported our school improvement focus, in 2020 we will be implementing and/or extending additional targeted strategies as further support. These include:

- Our second year of 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.

- Our PLC Leading Teacher ensuring a true Professional Learning Community Culture at Springside is embedded.
- Reviving our Guaranteed and Viable Curriculum; Embedding the High Impact Teaching Strategies with fidelity; implementing a Springside Peer Observation Model.
- Narrowing our ongoing reporting focus across the college using only one platform for reporting in Prep-Year 6, SeeSaw.

Engagement

Student attendance rates across our Prep – 6 classes are again consistently similar to the state median. In 2019 primary absences were slightly lower than our 4-year average. Attendance rates for our Year 9 students in 2019 were also similar to the state median and were also slightly higher than our 4-year average. It was pleasing to note that our Year 3, 4 and 6 attendance rates all increased.

Unapproved absences for year prep to 6 students has increased from 2.6% in 2018 to 3.1% in 2019. Similarly our year 9 unapproved absences increased from 5.4% to 8.7%. Our 2019 year 5 unapproved absences were at 3.3% whereas our year 4 students unapproved absences were at 2.3%. 16% of our prep-6 students had between 20 - 30 absences during the school year. This is slightly higher than 2019 which was at 15%, this is still an area of concern and focus for the school.

In 2020 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 2019 our year 4, 5, 6 and 9 Attitudes to School results once again compared favourably with the state median with Springside achieving above similar school comparison in all areas.

The percentage of students indicating positive responses (agree or strongly agree) to the two components featured in our 2019 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 with Zones of Regulation commencing in 2020.

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 \$26,067 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 was suggested in 2018. In light of Springside's continued regression in NAPLAN data, funding will be allocated to curriculum improvement.

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 894 students were enrolled at this school in 2019, 453 female and 441 male.

32 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.



(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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>Below ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>56%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>46%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	53%	15%	Numeracy	31%	56%	13%	Writing	30%	50%	21%	Spelling	35%	46%	20%	Grammar and Punctuation	33%	51%	16%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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(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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	93 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	93 %	93 %	91 %										

(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: ◆ Similar School Comparison: ● Above ● Similar ● Below

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

(Secondary Year Levels)

Performance Summary

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

(Secondary Year Levels)

Performance Summary

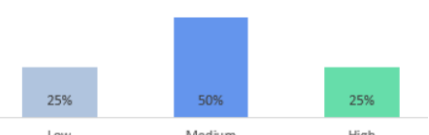
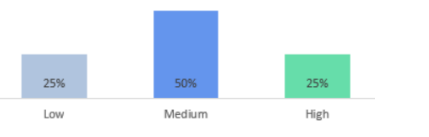
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 19 % Low, 58 % Medium, 23 % High</p> <p>Numeracy 20 % Low, 65 % Medium, 15 % High</p> <p>Writing 25 % Low, 57 % Medium, 18 % High</p> <p>Spelling 20 % Low, 48 % Medium, 31 % High</p> <p>Grammar and Punctuation 23 % Low, 49 % Medium, 28 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p>

Students in 2019 who satisfactorily completed their VCE: [N/A](#)
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: [N/A](#)
 VET units of competence satisfactorily completed in 2019: [N/A](#)
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: [N/A](#)

(Secondary Year Levels)

Performance Summary

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Engagement	Student Outcomes	Similar School Comparison						
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>No Data Available</p> <p>Few absences <-----> Many absences</p> <p>No Data Available</p> <p>Few absences <-----> Many absences</p>	<p>No Data Available</p>						
<p>Average 0 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12			
<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>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>						

(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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,407,790	High Yield Investment Account	\$1,272,107
Government Provided DET Grants	\$1,483,555	Official Account	\$160,339
Government Grants Commonwealth	\$10,247	Other Accounts	\$0
Government Grants State	\$17,037	Total Funds Available	\$1,432,446
Revenue Other	\$134,793		
Locally Raised Funds	\$636,645		
Total Operating Revenue	\$10,690,067		
Equity¹			
Equity (Social Disadvantage)	\$229,463		
Equity (Catch Up)	\$9,190		
Equity Total	\$238,653		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,284,812	Operating Reserve	\$380,259
Books & Publications	\$6,797	Other Recurrent Expenditure	\$158
Communication Costs	\$21,828	Provision Accounts	\$24,024
Consumables	\$194,932	School Based Programs	\$292,812
Miscellaneous Expense ³	\$592,980	Funds for Committees/Shared Arrangements	\$22,576
Professional Development	\$37,465	Capital - Buildings/Grounds < 12 months	\$325,000
Property and Equipment Services	\$234,435	Maintenance - Buildings/Grounds < 12 months	\$950
Salaries & Allowances ⁴	\$1,181,137	Capital - Buildings/Grounds > 12 months	\$300,000
Trading & Fundraising	\$30,901	Total Financial Commitments	\$1,345,779
Utilities	\$78,713		
Total Operating Expenditure	\$10,664,000		
Net Operating Surplus/-Deficit	\$26,067		
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 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

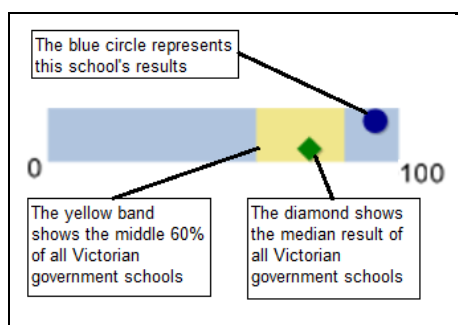
Engagement

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

Wellbeing

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

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

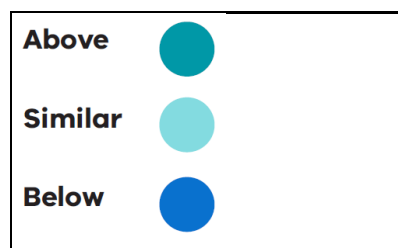


What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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