

# 2018 Annual Report to The School Community



**School Name: Wallan Secondary College (8791)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 08:33 AM by Michael Ritchie  
(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 07 May 2019 at 08:26 PM by Paul Rogers Rogers  
(School Council President)

## About Our School

### School context

Wallan Secondary College (WSC) is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire one of the fastest growing areas outside of the Melbourne Central Business District (CBD).

Land in Wallan and the surround is continuing to be developed, attracting many families to the area. The College opened in 2006 with 110 students. There has been strong enrolment growth in the past 12 months. Numbers steadily increased throughout the 2018 school year, and current student numbers are in excess of 650.

The College currently has 3 Principal Class members, 5 Leading Teachers, 47 Teaching Staff and 26 Support Staff. Staff include; Classroom Teachers, Educational Support (ES) Administration, ES Student Support and Ancillary Staff.

Staff of WSC, along with the community have high expectations of our students and consequences are consistently enforced. Staff at all times engage students in their learning and have high academic expectations of their students.

WSC offers a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complimented by programs in the Arts, Music, Health and Physical Education, Technology subjects and Indonesian. A wide range of Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) subjects and a Victorian Certificate of Applied Learning (VCAL) Program are offered in Year 10 to 12. Tertiary and employment pathways are well established. In 2018 the College began to offer a SEAL Accredited ACE Program for Year 7 and 8 students and will see it expand to Year 9s in 2019. The College is continuing with recruitment for the International Students Program for which the College became accredited in 2017.

WSC offers a range of enrichment opportunities; Performing Arts, Breakfast and Homework Club, Inter school Sporting and co-curricular activities including a Community Service Tour to Vietnam & Cambodia and camps at all year levels. A Learning for Life Program which includes small group literacy and numeracy intervention. An Independent Reading Program has been integrated into the Pastoral Care curriculum with a focus on reading and comprehension across all other learning areas. Our new lecture theatre has allowed us to hold our annual production and concerts in a state of the art facility.

Students are encouraged to develop their leadership skills; opportunities are provided through a range of learning experiences. All students of WSC should demonstrate and model our school values of Learning, Success, Safety, Community, Respect and Responsibility.

A \$5 million State Government building grant has allowed us to complete major building works in 2018. Under these major building works have seen the addition of a new Food Technology area including café, a new Senior Learning Centre with lecture theatre. Further works in 2018 included extensive refurbishment of our Junior Building and Wellbeing spaces. Shared facility funding has enabled the resurfacing of the College oval to include extensive irrigation and lighting, this project should be completed in mid-2019. There is a need for increased areas of shade and outdoor seating given the growing student numbers. This will be included as part of our VCAL projects for 2019.

Our school is committed to student wellbeing, engagement and achievement through four goals for continuous school improvement:

1. To provide for all students at WSC a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.
  - To improve the learning growth of every student across all domains but particularly in literacy and numeracy.
  - To improve student achievement and completion rates in VCE, VET and VCAL programs.
2. To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom and capable of achieving their full individual potential.
3. To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
4. To build the capacity of all staff at WSC in order to develop an equitable, sustainable and high performing teaching and learning environment.

Our College Motto is 'Learning for life', this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The College culture of participation and striving to achieve our best; always, is based on mutual respect.

We believe improving student's outcomes is achieved through deep learning, outstanding teaching, supportive and authentic relationships

### Framework for Improving Student Outcomes (FISO)

In 2018 the College has continued to be part of the University of Melbourne Network of Schools (UMNOS) project. This project and the work around this project is intended to improve reading, comprehension and writing outcomes of our students, implemented through the College Pastoral Care Program, with significant professional learning for staff to enhance their skills across all learning areas. The Framework for Improving Student Outcomes (FISO) group which the College is part of, aligns with the intended outcomes of this project. This group which includes two of our feeder Primary Schools (Wallan Primary School and Broadford Primary School) and Seymour College has resulted in shared understandings and implementations of the College Reading and Comprehension Program for all students at Years 7 and 8 and a new Literacy and Numeracy Program for all Year 9 and 10 students.

Relative gain has also been seen in our Year 7 and 8 levels in terms of literacy and numeracy as a result of our Learning for Life Program. This program of small group intervention in literacy and numeracy is continuing as a result of student success and improvements in outcomes for students and the learning confident expressed by both students and their parents. The introduction of the Ace Program and an emphasis on differentiated curriculum will allow the College to enhance performance of our most academic students.

WSC is also part of the DET Leadership Partners Program in 2018 and in 2019, we look forward to this work and further support from the DET and the learning gains it will bring. Working with the Executive Principal and the Leading Teacher of the Leadership Partners has allowed increase access to coaching, observations and reflection of our teaching and learning processes. The focus on learning goals and the College instructional model, GANAG, has created rich conversations and learning opportunities for our staff.

### Achievement

Teacher judgement – Although we see student outcomes continue to improve at WSC, our teacher judgement of our students in Year 7 – 10 with a grade of C or above in English and Maths is lower than comparative schools and similar to schools in our area.

NAPLAN: In terms of Reading and Numeracy the College is comparative to other Victorian Government schools in our area. Improved results have been evident over the last 3 years. There is evidence of relative gain of students in the domains of reading, spelling and grammar and punctuation. Numeracy results are also continuing to improve. Much of this improvement is the result of our small group reading program and intensive numeracy program.

VCE Results: 73% of our students completed their VCE studies. Study scores are were consistently improving however in 2018 the mean study score dropped to 22, 100% of students who applied through VTAC were successful in achieving university and TAFE offers at the completion of their studies.

VCAL graduates: There was a 50% completion rate of VCAL, with the majority of the cohort pursuing their chosen pathways; further study, apprenticeships and/or full time/part time employment.

Each Learning Area (LA) has worked consistently on developing engaging and differentiated curriculum for all of our students. Assessment and feedback has been enhanced and will be further complemented in 2019 with an increased emphasis by staff on using data to enhance student learning opportunities and improve student

outcomes.

Pathways Partnerships implemented for our students have been further developed throughout 2018, with a particular focus on work experience opportunities for our Year 10 students and apprenticeship opportunities for our VCAL students. The College developed a partnership with Melbourne Polytechnic which will be further developed in 2019 in order to enhance the opportunities for our students after secondary school.

The high expectations and commitment required of our senior students and the Term 3 Holiday Revision Program has seen greater commitment from our VCE students over this holiday exam revision period. An enhanced emphasis on the importance of achievement in the GAT with practice GATs and feedback to all students will result in improvements in outcomes for students in this assessment item.

Further improvement in student outcomes/achievement is being achieved by/will be achieved by:

- The development of a whole school curriculum plan/map;
- Strong curriculum coordination and enhanced collaboration across all learning areas
- A culture of consistent implementation of a whole school evidence based instructional model (GANAG)
- Homework club, student mentor and tutoring program and Friday night homework club to ensure work completion
- Enhanced teacher data analysis to drive improvements in pedagogy and assessment
- A school wide emphasis on high expectations and performance to ensure improved student outcomes
- Continued work with our Critical Friend and the University of Melbourne Network of School Project to embed our independent reading and comprehension program in Year 7 and 8
- Continual work with students in our Learning for Life Program to assist our student cohort who have low levels of academic ability in literacy and numeracy. The program of small group student support will help to improve the relative gain of our lowest level learners in literacy and numeracy.
- The introduction of the ACE program in Year 7 and 8, and expanding it into Year 9 for 2019.

## Engagement

**Student behaviour:** A culture of engagement in the classroom has been embedded over the last few years. We have a clear and consistent approach to classroom management and general management of students within the College. The Student Management Team (SMT) has ensured that the College community is fully aware of our expectations and consistent consequences for poor behaviour and disruption of the learning environment and has continued to involve parents in Student Support Group Meetings in order to manage student behaviour and develop Individual Education Plans and Learning Plans to cater for the individual needs of all students of the College.

**SWPBS:** The process of implementing School Wide Positive Behaviour Support has begun in 2018, with staff being trained in the model through regional support. In 2019, the focus will be on consolidating the College values and developing processes to teach the expected behaviours.

**Student Classroom Exits:** As a result of the SMT consistent approach and documented policies and procedures student exits from the classroom have been monitored extensively.

**Use of restorative practices:** Staff are required to link behaviours to outcomes and have all been involved in the restorative practices and clear expectations, the College rewards program has continued to reinforce the positive College values, culture of behaviour, achievement and outcomes.

**Week 6 positive week:** This week, each term, allows the student leaders to “take control” of positive activities for student and staff involvement. Activities such as mini Olympics, eating competitions, staff vs student games,

celebrating culture and diversity, trivia among many others celebrates the achievements of students at the 6 week reporting cycle and creates a sense of student connectedness and belonging within the College. Student feedback: Students are being given clear, detailed and constructive feedback after the completion of Common Assessment Tasks in order that they are able to improve future outcomes. Data is consistently used for feedback and to develop lessons for individual students and in order that they can achieve their desired pathways. After each report cycle staff analyse the data and update and modify IEPs, with particular emphasis on identifying students in need of further support or extension. Parent communication about same also occurs on a regular basis.

Student attendance: The average attendance rate for all students in the school is better than to other Victorian Government Schools in our area, indicating the school records less absences than expected, given the background characteristics of students. The average non-attendance days for students in Year 7 through to 12 is decreasing, reasons for non-attendance include illness and extended family holidays. The introduction of the 90% attendance requirement in the Senior School Progression Policy and increased communication with parents regarding attendance has led to improvement in the unexplained absence rates. Attendance is monitored by our SMT Compliance Officers, who are in regular communication with families in regard to unexplained absences.

Student retention: The percentage of students who remain at the school through to Year 10 is similar to other Victorian Government Schools in our area. This can be attributed to our engaging individual based programs and the depth of curriculum offerings for our students.

Participation levels in co-curricular activities such as the College Production, Music Concerts, Movie Nights, Market Stalls, Fundraising Events, Sport Events, Camps and many others has increased significantly in 2018.

The Middle School curriculum structure maximises student engagement through engaging, challenging (enhancement and extension) and supportive teaching and learning. Middle School students at WSC are provided with a highly rigorous and challenging curriculum program that demonstrates our fundamental belief that students can achieve success. The Middle School curriculum lays strong foundations for successful entry and completion of Senior School Curriculum programs at WSC. Through a commitment to a depth and breadth of subjects, we collectively maximise student opportunities and choices to further tertiary studies and career pathways. WSC offers a range of resources and programs at this critical stage of secondary education to guide, challenge and support students and families with their goal setting and study programs. All students have the opportunity for enhancement and extension within a disciplined and accountable climate for learning.

## Wellbeing

Middle and Senior School Compliance Officers are employed to help the College achieve significant reductions in unapproved school absences. The College Wellbeing team also work through outreach work to visit homes of students who have extended unexplained absences. The College is also part of the DET Navigator Program and works in partnership with The Bridge Youth Services to reengage students in education.

Overall student wellbeing data is similar to other Victorian Government schools, though there is a significant shortage of mental health services in the Wallan community. Waiting lists to see a psychologist are significant, these services are currently so stretched that they are currently not able to refer anyone under the age of 18. This means that the College has had to significantly restructure and extend the number of professionals employed in this area as well as secure other outside services to assist. 2018 saw the introduction of the Doctors in Schools Program with a dedicated building being installed for the service on the school grounds. WSC has clear student management policies, structures and processes that are implemented consistently to ensure a safe and supported environment for student learning success. Positive and strong relationships amongst all members of the school community are at the core of student wellbeing. Improvements in student attendance have been reported throughout 2018, with a reduction in unapproved absences recorded. Proactive management plans and Individual Education Plans (IEPs) for the small number of disengaged students have been implemented in consultation with external providers to engage students and support them in their return to studies. Year Level Co-ordinator's monitor and review student absences with the assistance of our Compliance

Officers on a daily basis. Frequent contact with parents ensures that absences are legitimate and minimised. WSC Wellbeing and Student Services structure is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student achievement, socially responsible behaviour and careers action pathway planning. The College has also secured the services of Headspace, CAMHS, the Doctors in School Program and DHHS to support its growing Wellbeing Team. Unfortunately, the College is still unable to secure the services of a DET school nurse; something that is a significant disservice to this educational community.

The College Pastoral Care Program led by the Wellbeing Program Co-ordinator and the Leading Teachers responsible for Middle and Senior School provide a comprehensive program making use of our lead school role as a Resilience, Rights, and Respectful Relationships School; with a range of relevant and stimulating presentations and curriculum on personal development, safety and youth health to support social and emotional learning to improve student academic outcomes. Student receive guidance each year on course selection and are provided with career action planning counselling by the Careers and Pathways Manager. Student wellbeing programs include: Cyber Safety, Anti –Bullying, Positive Relationships, targeted Wellbeing Intervention programs for boys and girls with key wellbeing issues targeted at students' stage of development and learning. The school uses a well formulate meeting schedule to focus on proactive measures to target the wellbeing of students. Students are referred to expert staff, targeting a range of identified behavioural and wellbeing issues that are linked to student achievement. Targeted Student Support Group meetings are undertaken to provide students with the necessary support required for learning, wellbeing, successful transitions and pathways and recognising the importance of positive connections between family and school life.

### **Financial performance and position**

The College finished the 2018 school year with a \$111,224 surplus, this was as a result of efficient timetable and staffing and good fiscal use of all available funding. \$426,786 total equity funding was received, this money funded the Learning for Life Program, UMNOS Program and allowed for learning resources to be purchased for all of our Year 7 students.

Locally raised funds are slowly increasing due to the continued implementation of long term contracts with key hirers. Continued cost control ensured that there was limited increases in program budget expenditure. It is anticipated that the financial position will continue to improve as student enrolments increase and the focus of effective staff and resource utilisation continues.

**For more detailed information regarding our school please visit our website at**  
**<https://www.wallansc.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 622 students were enrolled at this school in 2018, 326 female and 296 male.

9 percent were EAL (English as an Additional Language) students and 4 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






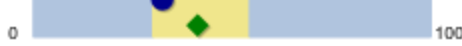

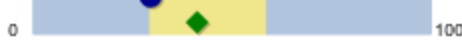




Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Lower</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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>













## Performance Summary

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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b></p> <p>41 % 44 % 15 % Low Medium High</p> <p><b>Numeracy</b></p> <p>40 % 52 % 8 % Low Medium High</p> <p><b>Writing</b></p> <p>43 % 35 % 22 % Low Medium High</p> <p><b>Spelling</b></p> <p>36 % 43 % 21 % Low Medium High</p> <p><b>Grammar and Punctuation</b></p> <p>35 % 51 % 14 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b></p> <p>31 % 50 % 19 % Low Medium High</p> <p><b>Numeracy</b></p> <p>31 % 49 % 20 % Low Medium High</p> <p><b>Writing</b></p> <p>34 % 54 % 12 % Low Medium High</p> <p><b>Spelling</b></p> <p>36 % 45 % 19 % Low Medium High</p> <p><b>Grammar and Punctuation</b></p> <p>44 % 43 % 13 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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>0 <span style="display: inline-block; width: 100px; height: 15px; background: linear-gradient(to right, lightblue, yellow);"></span> 50</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>0 <span style="display: inline-block; width: 100px; height: 15px; background: linear-gradient(to right, lightblue, yellow);"></span> 50</p>	<p><span style="display: inline-block; width: 15px; height: 15px; background-color: lightblue; border-radius: 50%;"></span> Lower</p> <p><span style="display: inline-block; width: 15px; height: 15px; background-color: lightblue; border-radius: 50%;"></span> Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>82%</b></p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>22%</b></p> <p>VET units of competence satisfactorily completed in 2018: <b>76%</b></p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>70%</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b></p> <p>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>	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>88 %</td><td>84 %</td><td>83 %</td><td>88 %</td><td>87 %</td><td>90 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	84 %	83 %	88 %	87 %	90 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	84 %	83 %	88 %	87 %	90 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Higher</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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Lower</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

Revenue	Actual
Student Resource Package	\$6,006,400
Government Provided DET Grants	\$924,229
Government Grants State	\$1,177
Revenue Other	\$97,826
Locally Raised Funds	\$293,181
<b>Total Operating Revenue</b>	<b>\$7,322,813</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$338,175
Equity (Catch Up)	\$88,610
<b>Equity Total</b>	<b>\$426,786</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$5,924,197
Books & Publications	\$3,860
Communication Costs	\$17,319
Consumables	\$163,620
Miscellaneous Expense <sup>3</sup>	\$462,703
Professional Development	\$44,861
Property and Equipment Services	\$393,814
Salaries & Allowances <sup>4</sup>	\$286,692
Trading & Fundraising	\$10,524
Travel & Subsistence	\$22,605
Utilities	\$103,843
<b>Total Operating Expenditure</b>	<b>\$7,434,037</b>

### Net Operating Surplus/-Deficit

**(\$111,224)**

### Asset Acquisitions

**\$26,061**

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$454,650
Official Account	\$8,369
Other Accounts	\$134,950
<b>Total Funds Available</b>	<b>\$597,968</b>

### Financial Commitments

Operating Reserve	\$239,243
Other Recurrent Expenditure	\$10,834
Funds Received in Advance	\$97,928
School Based Programs	\$150,000
Asset/Equipment Replacement < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$80,000
<b>Total Financial Commitments</b>	<b>\$598,005</b>

(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)

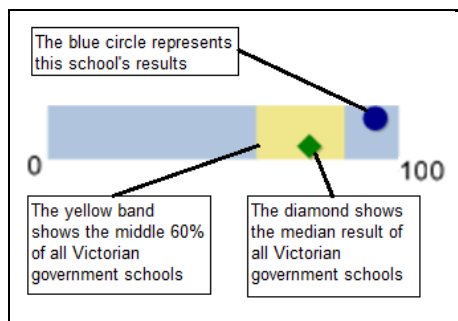
### Engagement

- 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).

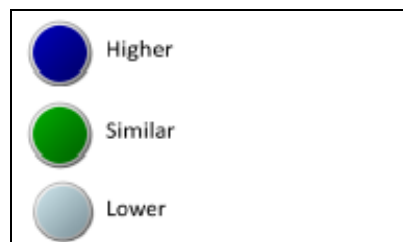


## What does *School Comparison* refer to?

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').