

2019 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).
- 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 September 2020 at 11:21 AM by Michael Ritchie (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 06 November 2020 at 03:02 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 with numbers steadily increasing in excess of 650 students throughout the 2019 school year.

In 2019, the College had 3 Principal Class members, 4 Leading Teachers, 47 teaching staff and 26 support staff. Staff include; classroom teachers, Educational Support (ES) administration, ES student support and ancillary staff.

The College undertook a review in 2019, speaking to a variety of stakeholders and delving into all aspects of Wallan Secondary College. This resulted in a review of policies, procedures and programs and an opportunity to continue working on the current Strategic Plan. Staff of WSC, along with the community have high expectations of our students and consequences are consistently enforced. Wallan Secondary College staff offer exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. The College endeavours to become the local school of choice for families seeking quality educational options for their children.

Wallan Secondary College strives to be at the forefront of educational initiatives, programs and policies, offering a wide range of opportunities 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 offered in Year 10 to 12. Tertiary and employment pathways are well established. In 2019 the College continued to offer a SEAL Accredited ACE program for year 7, 8 and 9 students.

After becoming accredited in 2017, The College enrolled 3 students in 2019 as part of the International Students Program. We also had 14 students visit from Hong Kong to immerse themselves in Australian life, including introductions to Australian sport, cooking and participation in English lessons. The visiting school commented on the professionalism of staff, the amenities and attention given to our own students.

WSC offers a range of enrichment opportunities; performing arts, breakfast and homework club, inter school sporting and co-curricular activities including camps at most year levels. We continue to provide a Learning for Life Program which includes small group literacy and numeracy intervention. A review of the Independent Reading program took place in 2019, that resulted in extra face-to-face time for Year 7 and 8 students with English teachers, focusing on reading and comprehension skills and development. 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 Respect, Responsibility and Resilience.

A \$500,000 grant resulted in extensive upgrades to the College oval including resurfacing, extensive irrigation and lighting. There is need for increased areas of shade and outdoor seating given the growing student numbers. This will be included as part of future VCAL projects.

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 2019, the College was fortunate enough to have a group of staff members undertake Bastow's Leading Literacy program and share their newly gained knowledge with their colleagues. This program targeted all staff, across all subject areas, resulting in a focus on whole school literacy enhancement, intended to improve reading, comprehension and writing outcomes of our students. The year 7 English and Math teachers undertook further professional development focusing on building practice excellence and making connections with our feeder Primary schools. This group worked on bridging the transition gap around literacy and numeracy between Primary and Secondary classes. The College also began its journey through the MYLNS (Middle Years Literacy and Numeracy Support) initiative. This initiative aims to deliver literacy and numeracy direct teaching support to students at risk of finishing school without the literacy or numeracy skills they need, and to build capability in literacy or numeracy teaching across the school. 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 continuation of the ACE program and an emphasis on differentiated curriculum has allowed the College to enhance performance of our most academic students.

WSC was a part of the DET Leadership Partners program in 2018 and in 2019, where mentoring and development was undertaken to build the capacity of leaders and teachers. Working with the Executive Principal, Leading teachers and literacy and numeracy teams, allowed an increased access to coaching, observations and reflections 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 in English and Maths is lower than comparative schools and similar to schools in our area. We have seen improvements from 2018 in reading across Years 7 and 9 with more students achieving above level results. Much of this improvement is the result of the Independent reading program and the extra time given back to English teachers to developing students read and comprehension skills.

NAPLAN: In terms of Reading and Numeracy the College is comparative to other Victorian Government schools in our network. Improved results have been evident over the last 3 years in some domains. There is evidence of growth from Year 7-9 students in the domains of Reading. Numeracy results are also continuing to improve with Year 7-9 growth being well above the results of secondary schools with similar characteristics. Much of this improvement is the result of our small group reading program and intensive numeracy program.

VCE Results: 98% of our students completed their VCE studies in 2019, resulting in a higher completion rate than Secondary schools with similar characteristics. 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 55% completion rate of VCAL, an improvement on 2018, 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 2020 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 2019, 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 2020 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)
- 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 the DSSI Leadership Partners initiative to build the capacity of leaders and teachers
- 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 continuation of the ACE program in year 7, 8, 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. They have 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 began in 2018, with staff being trained in the model through Regional support. In 2019, a clear understanding of the purpose of SWPBS was established with all staff. The school values were developed through rigorous consultations with staff, students, parents and the wider community. Staff were consulted on the major behaviours they believed needed to be addressed within the school community and from this matrices were established using the new school values (respect, responsibility and resilience), settings and expected behaviours within the settings. Within pastoral care classes, staff began 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, with fewer exits documented throughout 2019.

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 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 to be able to improve future outcomes. This allows students and parents to engage in their learning, with a particular emphasis on identifying students in need of further support or extension.

Student attendance: The average non-attendance days for students in Year 7 through to 12 is decreasing, with 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. There has been an improvement on 2018, with more VCE students attending school and less missed opportunities in classes. 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, Sport events, Camps and many others has increased significantly in 2019. The College were represented by a group of acting enthusiast students who competed in the One Act Play Festival, taking out multiple awards including Best Youth Production for 2019.

Along with reward points being used to build student engagement and acknowledge their use of the school values, many students also received Principals awards throughout 2019, a way of acknowledging effort and achievement successes.

The Middle School curriculum structure maximises student engage 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 extended the number of professional employed in this area as well as secure other outside services to assist.

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 among all members of the school community are at the core of Student Wellbeing. In 2019, the parent opinion survey indicated that 64% of parents were satisfied with the school overall, an improvement on 47% indicated in 2018. This is supported by the staff

opinion survey that revealed that staff are happier with parent and community involvement within the school than in previous years. This supports the hard work being done at WSC to ensure that academic and wellbeing support for students is a shared experience between home and school.

Improvements in student attendance is present, with a reduction in unapproved absences recorded across VCE classes. 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-ordinators 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 and DHHS to support its growing Wellbeing team. Community support was present in 2019, with organisations such as Wallan Gateway Church running lunchtime musical performances and putting on sausage sizzles for students to improve mood and mindset. Students have benefited from small group wellbeing programs such as the Champion of Change Leadership Day, which saw a group of students attend Aitken Hill Community Centre and share ideas with peers from surrounding schools about implementing change within the school community. In 2019, students took charge of fundraising challenges supporting many local and national organisations such as the Man Up, Man Down campaign through the Black Dog Institution encouraging young men to open up and walk about their feelings. WSC continued to support wellbeing celebration days throughout the year, such as RU OK Day, organising lunchtime activities to help our students acknowledge and share their concerns, recognise their power to change, overcome their fear and finally provide the motivation to move forward. Students also participated as the community voice for youth mental health in the Mitchell Shire. The many wellbeing opportunities offered in 2019 assisted in developing a positive, healthy and safe learning environment that enhanced student voice.

The College Pastoral Care program led by the Wellbeing Program Co-ordinator and the Leading Teachers responsible for Middle and Senior school continued to provide a comprehensive program making use of our lead school role as a Resilience, Rights, and Respectful Relationships school.

Students receive guidance each year on course selection and are provided Career Action Planning counselling by the Careers and Pathways manager. This was extended to the implementation of the Morrisby Careers Guidance program which paired Year 9 students with external career advisors to discuss strengths, interests and career insights. The extensive career counselling on offer to students across the College aims in empowering students to achieve positive pathways in their own community and beyond.

Student wellbeing programs include: Cyber Safety, Anti –Bullying, Positive Relationships and targeted Wellbeing Intervention programs for boys and girls with key wellbeing issues targeted at students' stage of development and learning.

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 2019 school year with \$297,171 surplus as a result of a robust and efficient timetable and staff hiring practices. Equity funding of \$431,654 was received and used to fund the Learning for Life program. As in previous years, all year 7 students received learning resources at the Welcome Interviews assisting with a smooth transition to WSC. It is anticipated that the financial position will continue to improve as student enrolments increase and the focus on effective staff and resource utilisation continues.

In 2019, WSC received \$81,000 as part of the MYLNS funding provided to government Secondary schools to improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training. This enabled us to employ and train staff with the skills to assist these students. Community groups' use of College facilities contributed \$26,000 to assist with maintenance and upkeep of the College

assets.




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 654 students were enrolled at this school in 2019, 327 female and 327 male.

10 percent were EAL (English as an Additional Language) students and 5 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.




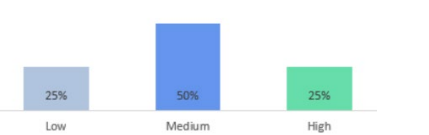


Performance Summary

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

Performance Summary

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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>Similar ●</p> <p>Similar ●</p>

Performance Summary

Range of results for the middle 60% of Victorian Government Secondary Schools: ■		Similar School Comparison																															
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<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</p> <table><tr><td>42 %</td><td>48 %</td><td>10 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Numeracy</p> <table><tr><td>45 %</td><td>47 %</td><td>7 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Writing</p> <table><tr><td>38 %</td><td>47 %</td><td>16 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Spelling</p> <table><tr><td>42 %</td><td>40 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Grammar and Punctuation</p> <table><tr><td>41 %</td><td>48 %</td><td>12 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	42 %	48 %	10 %	Low	Medium	High	45 %	47 %	7 %	Low	Medium	High	38 %	47 %	16 %	Low	Medium	High	42 %	40 %	18 %	Low	Medium	High	41 %	48 %	12 %	Low	Medium	High	<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>Statewide Distribution of Learning Gain (all domains)</p>	
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below ●</p>																															
<p>Students in 2019 who satisfactorily completed their VCE: 98%</p> <p>Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 34%</p> <p>VET units of competence satisfactorily completed in 2019: 64%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 69%</p>																																	

Performance Summary

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Engagement		Student Outcomes		Similar School Comparison	
<div>Average Number of Student Absence Days</div> <div>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</div> <div>Absence from school can impact on students' learning</div> <div>Similar School Comparison</div> <div>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.</div>		<div>Results: 2019</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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Performance Summary

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

Revenue	Actual
Student Resource Package	\$6,701,035
Government Provided DET Grants	\$1,229,670
Government Grants State	\$5,284
Revenue Other	\$74,552
Locally Raised Funds	\$268,831
Total Operating Revenue	\$8,279,372

Equity ¹	
Equity (Social Disadvantage)	\$345,010
Equity (Catch Up)	\$86,645
Equity Total	\$431,655

Expenditure	
Student Resource Package ²	\$6,402,174
Books & Publications	\$2,482
Communication Costs	\$11,218
Consumables	\$108,747
Miscellaneous Expense ³	\$402,544
Professional Development	\$16,976
Property and Equipment Services	\$427,238
Salaries & Allowances ⁴	\$392,877
Trading & Fundraising	\$13,521
Travel & Subsistence	\$4,250
Utilities	\$126,734
Adjustments	\$2,292
Total Operating Expenditure	\$7,911,053
Net Operating Surplus/-Deficit	\$368,319
Asset Acquisitions	(\$2,248)

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$678,593
Official Account	\$17,098
Other Accounts	\$35,233
Total Funds Available	\$730,924

Financial Commitments	
Operating Reserve	\$237,040
Other Recurrent Expenditure	\$16,971
Funds Received in Advance	\$40,218
School Based Programs	\$150,000
Asset/Equipment Replacement < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$300,000
Total Financial Commitments	\$814,230

- (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)

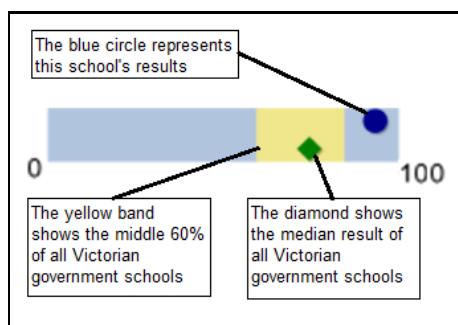
Engagement

- 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).

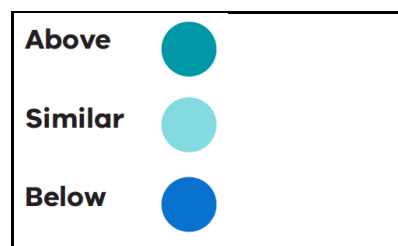


What does *School Comparison* refer to?

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').