

# 2018 Annual Report to The School Community



**School Name: Greensborough Secondary College (8750)**



- 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 Regulation 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 19 March 2019 at 05:06 PM by Pauline Barker  
(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 Regulation 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 22 March 2019 at 02:48 PM by Ev Stone (School  
Council President)

## About Our School

### School context

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our mission is "At Greensborough College we CARE". Our vision for learning is "Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see potential for excellence in every student." Our motto is "Strive for Excellence." Our new values, launched at the end of 2018, are COURAGE, ASPIRATION, RESPECT and EQUALITY. The values will underpin the School wide Positive Behaviour Support Framework.

Our programs offer a stimulating blend of academic, sporting and cultural activities that equip our young people with the essential skills and knowledge they will need to become successful members of the broader and global community.

Our College enrolments have drawn from a wide and diverse geographic area. However as new schools have been built, our enrolment growth has dropped and we have experienced a decline in enrolment numbers, from 806 in 2015, 747 in 2016, 643 in 2017 and 517 in 2018. We expect a turnaround in our growth due to the positive changes occurring in the College, including the 10 million dollar building which was completed in June 2018. Our local primary schools are reporting growth, which we intend to be mirrored at Greensborough College when students reach secondary school age, making Greensborough College, once again, the School of Choice.

In 2018 Greensborough College had a Student Family Occupation and Education Factor of 0.4057. The school's socio-economic band value is: medium. The student profile includes 14 (2.2%) EAL (English as an Additional Language) students and 9 (1.4%) ATSI (Aboriginal and Torres Strait Islander) students. Our equity-funded students' category consists of 151.5 students (32%). 30 PSD students (6%) There are 6 (4%) students in Out of Home Care.

The staffing profile includes 1 Principal, 1 Assistant Principal, 42.6 EFT Teachers and 15.3 EFT Education Support Staff.

We are an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health. A wide range of VCE subjects including a strong VET program runs parallel to our VCAL program, offering students diverse futures pathways. We offer a high level Athletic Development Program (ADP) which has 56 students enrolled in a curriculum program, strength and conditioning training programs and coaching programs (Tennis, Basketball and Australian Rules Football).

We offer a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental Program, School Production, Debating, Outdoor Education,

Community Involvement, overseas cultural experiences, student leadership, student achievement celebrations, Homework Club and Model Aeroplane club.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students.

### Framework for Improving Student Outcomes (FISO)

#### ***FISO Initiative: Building Practice Excellence***

**KIS 1:** Build teacher capacity to implement a consistent approach to teaching and learning

#### **Actions:**

Develop a shared belief that consistent practice will improve student learning outcomes.

Develop teacher knowledge and capacity to embed an instructional model

Develop a culture of collaboration, shared learning and feedback to enhance teaching and learning practices

#### **Highlights:**

• ***Professional Learning Communities*** - Implemented strategy through DET grant and we have now a recognised culture of collaborating in our PLCs to build on and improve practice. Every teacher is in a PLC which meets 3 weeks out of 4.

• ***Greensborough College Instructional Model*** - Developed in 2106 and implemented from 2017 onwards. 2018 Pivot survey data shows that students know the model and can identify their teachers using the learning phases. We have had a continued focus on the key elements of the model which has been supported by professional learning for teachers.

• ***Embedding data analysis*** - this is a key focus of the PLCs as they move through the teaching and learning cycle.

• ***Peer observation program*** - all teachers participate in peer observations and these are documented in their Performance and Development Plans.

• ***Learning Walks*** - introduced in 2018 - all teachers participated in at least one Learning Walk with the purpose of identifying and evaluating the Instructional Model on action.

• ***Instructional Leadership*** - resources (time and personnel) allocated to Instructional Leadership through the appointment of leaders from 2017 onwards. Initial focus was literacy and in 2018, 2 Numeracy Instructional Leaders appointed.

• ***High Impact Teaching Strategies Action Plans*** - Beginning in 2018, PLCs identified one or more HITs to focus on. This is mandated for the PLCs in 2019.

***KIS 2: Build teacher capacity to teach literacy within all learning areas and studies***

**Actions:**

Develop a shared understanding that every teacher is a teacher of literacy  
Develop teacher knowledge and capacity in the teaching of high reliability literacy strategies  
Develop a whole school approach to the teaching of literacy

**Highlights:**

- **Leading Literacy** - A key improvement strategy for 2018 as identified by staff during data analysis sessions in 2017. A team of teachers successfully completed the Leading Literacy Program at Bastow and identified the focus for literacy improvement in 2019 - through the Drop Everything and Read (DEAR) Program and through an explicit professional learning program around the Reciprocal teaching/learning/reading strategies.
- Endorsement has been gained from staff for these initiatives to be implemented in 2019.

***FISO Initiative: Empowering Students and Building School Pride***

**KIS 1:** Develop students' cognitive engagement and their capacity to be reflective, metacognitive, independent and active learners.

**Actions:**

Develop a culture of high expectations and high performance  
Develop learning protocols and a learner profile  
Develop in students the capacity to understand and use their achievement data to plan for learning.

**Highlights:**

- **The Student Leadership Program** continues to go from strength to strength. We have developed a rigorous application and interview process for these roles. We have a large number of students taking up leadership roles across the school (approximately 7%). The positions include School Captains, Junior School Captains, Junior and Senior House Captains, VCAL Captain and SRC leaders. The students are trained in their roles and play an active part in student focus groups. They are involved in the transition and orientation programs for our new Year 7 students running activities during House Induction Day and at the Year 7 Camp. We have added a recognition ceremony with the inaugural College Leaders' Induction Ceremony, held in 2018. This program complements the House System.
- **The Athletic Development Program** has gone ahead in leaps and bounds. We have two highly credentialed teachers who are delivering the strength and conditioning program and the associated curriculum. In 2018, the program was delivered as a co-curricula program, before school, lunchtimes and after school, to 23 students. In 2019 enrolment into the program has increase to 56 students. The values and credentials of the program have also been attracting students to the school, beyond Year 7. In 2019, the program has been written into the curriculum timetable and it also offers specialist coaching in Tennis, Basketball and AFL. The College has allocated a significant amount of resources - time, personnel and money to the program.
- **Mid-Year and End of Year Awards** - Student achievement, Endeavour, Commitment to Learning and Community contribution is recognised at the Mid-Year and End of Year Awards Ceremonies. The Mid-

Year Awards were introduced in 2017, to recognise achievement and to promote high expectations and academic achievement to all students.

•**Art Show** - The College is creating more opportunities to excel and to be acknowledged in a range of pursuits. The Art show enables every student who studies Art to exhibit one or more pieces of their work to the school community, at the Whittlesea Art Show and at the Watsonia Library.

**KIS 2: Build teacher capacity to implement a whole school approach to student engagement and wellbeing within an agreed framework**

#### **Actions:**

Establish agreed vision, values and culture that ensure safe and welcoming learning environments in which the students and staff respect and value on-task learning.

Develop teacher understanding capacity of positive classroom behaviour and engagement practices. Provide students with proven tools and skills to actively develop positive and self-regulating behaviours.

#### **Highlights:**

**Vision and Values** - In 2018 we undertook a vision and values journey. With students, staff and parents we asked the questions

- What would your ideal school look like, feel like, be like?
- What are the important values that represent our school?
- What do we want our school to be like?

As a community, we decided on four values, with each initial forming the acronym CARE. so our mission is "At Greensborough College, we CARE" Each of the Values has a description that explains what the behaviour should look like. They also focus on prosocial behaviour – helping others to demonstrate positive behaviours.

#### **COURAGE**

We show courage when we are determined to face new challenges and help others to do the same.

#### **ASPIRATION**

We show aspiration when we unlock our potential and help others to do the same

#### **RESPECT**

We show respect when we are kind and considerate to everyone at our school and in the community

#### **EQUALITY**

We show equality when we accept diversity at our school and in the community.

The new values appear in the College Planner and students will be working together to develop a greater understanding of the behaviours associated with these values.

Our vision for learning is "“Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see potential for excellence in every student.”

Our motto continues to be "Strive for Excellence."

### **Achievement**

#### **VCE Outcomes**

In 2018 VCE Students achieved similar outcomes to comparative schools with a mean study score of 26.9 which was lower than 2017, the four year average being 27.4 which is equal to the state. 97% of VCE students

satisfactorily complete the certificate with 93% of VCAL credits satisfactorily completed. The Dux of the College achieved an ATAR of 97.35 with 3 other students achieving an ATAR of 90+. Of all the study scores, there was 5.8% above 40, an increase from the results in 2017. Of the Year 12 students, 54% undertook at least one Vocational Education Training unit of competence.

### **Teacher Assessments**

Teacher judgement of student achievement in English is comparatively higher than similar schools. Teacher judgement of student achievement in Mathematics is similar. In 2019, further interrogation into the alignment of teacher assessments and NAPLAN results will occur using Panorama dashboard data. Our teachers continue to develop their capacity around moderation and designing common assessment tasks.

### **NAPLAN**

The percentage of students in Year 9 in the top 3 bands in Reading and Numeracy is similar to comparable schools. The work we are doing in professional learning communities to implement a consistent instructional model and to use student achievement data to inform practice are strategies to address the NAPLAN data. A whole school approach to reading and the teaching of literacy will be implemented in 2019 and the school is participating in the Leading Mathematics program in 2019, following our similar engagement in the Leading Literacy Program at Bastow in 2018. NAPLAN learning gain from Year 7 to 9 showed high percentages in medium growth in literacy and numeracy and significantly higher gains in spelling, grammar and punctuation. In 2019 there will be further interrogation into the data through the use of data walls to track student achievement and growth. There were 25 students on the Program for Students with Disabilities, each of whom showed progress at satisfactory or above on their Individual Learning Plans.

### **School Improvement Focus**

Build teacher capacity to implement a consistent approach to teaching and learning

Build teacher capacity to effectively teach literacy within all learning areas and studies

Develop students' cognitive engagement and their capacity to be reflective, metacognitive, independent and active learners

Build teacher capacity to implement a whole school approach to student engagement and wellbeing through the School Wide Positive Behaviour support framework.

## **Engagement**

Student Attendance Data is similar to comparable schools, however the absence rate is above the state median, and has been identified as an area for improvement within the school. The Attendance rate is higher in Year 12 than other year levels, with the lowest being in Years 9 and 10. Attendance is a focus for 2019 with strategies including an attendance officer, use of attendance letters to notify students and families, promoting to the school community the links between attendance in positive learning and life outcomes, evaluation of the curriculum in Years 9 and 10 and addressing disengagement more proactively, using the DET networks and programs (Learning Connect).

The real retention rate is similar to like schools and the state median, with a four year average being above the state median, which can be attributable to our proactive pathways program.

One key highlight of our work is the School Wide Positive Behaviour Support Framework (SWPBS) with endorsement from the staff to proceed with the implementation. We dismantled the Silent Room in 2017 and moved towards a positive behaviour approach to student management in 2018, with Coordinators and staff receiving training around behaviour supports, trauma informed practices and teaching strategies for students at risk. There is an SWPBS team, which has been trained, and the team is responsible for the whole school implementation. The new College values and Respectful Relationships Program will underpin this work. The key work for 2019, will be developing teacher understanding and capacity around positive classroom behaviour and engagement practices.

Student destination data is similar, although the College was recognised in the region for being in the top 5%

for achieving positive destinations for Year 12 students.

## Wellbeing

Student Feedback showed high levels of connectedness to the school and to peers and this was higher than the state median and comparable schools. Similarly with the Management of Bullying students' endorsement was higher than the state and similar schools. Overall our wellbeing measures are higher than Victorian Government Schools.

The Student Wellbeing team comprises a full time Social Worker, who leads the team, a School nurse for two days, as part of the Secondary School Nurses Program, a private psychologist for one day a week and a DET Educational Psychologist for one day a week. The Wellbeing Hub is a space within the school that has been created for the team to operate out of and for students to use during class time and at recess and lunchtimes. Positive and strong relationships among all members of the school community are at the core of student wellbeing. Proactive student support plans are implemented for those students who need support with their wellbeing and learning. Year Level Coordinators monitor and review student attendance on a daily basis and have frequent contact with families around attendance, learning and wellbeing issues.

Throughout 2019 student wellbeing will be enhanced through:

- Development and implementation of a School Wide Positive Behaviour Support Framework
- Development and promotion of positive behaviours and attitudes and a sense of optimism across the College.
- Increased access to co-curricula programs
- Implementing strategies to increase parent engagement

## Financial performance and position

In 2018 the Student Resource Package was in deficit with workforce bridging in place to support the deficit. The decline in student numbers over the past six years has contributed to the deficit with the staffing profile not aligned with the SRP allocation. To manage the deficit a number of strategies have been implemented including declaring teachers and education support staff excess to requirements, reducing positions of responsibility and special payments. Strategies to increase student numbers include promoting the school in different ways, through primary students spending a Day at Greensborough College, Expos, School Tours and Community Engagement. The completion of the \$10 million dollar building program (Multi-Purpose Building, Sports Stadium and the Administration and Performing Arts Centre) in June 2018 has already seen an extra 24 Year 7 enrolments for 2019 and an increase in enrolments into the Athletic Development Program. The College committed its own funds to the building program, as the government grant was not able to achieve what was planned. This capital commitment was in the order of \$380,000 with an extra \$100,000 spent on sporting equipment, labour costs, technology, security cameras, internal fixtures and so on. We now have modern and vibrant learning spaces for our students with the commitment of \$9.9 million for the next stage announced by the government in November 2018.

In terms of Equity Funding the College received \$141,163 which was acquitted through Instructional Leadership and \$430,019 of PSD funding acquitted through classroom support personnel.

**For more detailed information regarding our school please visit our website at**  
<http://greensc.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 518 students were enrolled at this school in 2018, 238 female and 280 male.

4 percent were EAL (English as an Additional Language) students and 2 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).

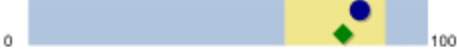



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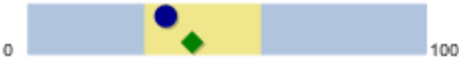




## Performance Summary

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> Higher</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 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> Lower</p> <p> Similar</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 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> <table border="1"> <tr> <td>37 %</td> <td>52 %</td> <td>12 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr> <td>38 %</td> <td>40 %</td> <td>22 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Writing</b></p> <table border="1"> <tr> <td>52 %</td> <td>35 %</td> <td>13 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr> <td>33 %</td> <td>46 %</td> <td>21 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr> <td>37 %</td> <td>38 %</td> <td>25 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	37 %	52 %	12 %	Low	Medium	High	38 %	40 %	22 %	Low	Medium	High	52 %	35 %	13 %	Low	Medium	High	33 %	46 %	21 %	Low	Medium	High	37 %	38 %	25 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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> <table border="1"> <tr> <td>40 %</td> <td>43 %</td> <td>17 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr> <td>33 %</td> <td>51 %</td> <td>16 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Writing</b></p> <table border="1"> <tr> <td>48 %</td> <td>43 %</td> <td>9 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr> <td>26 %</td> <td>42 %</td> <td>32 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr> <td>21 %</td> <td>55 %</td> <td>24 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	40 %	43 %	17 %	Low	Medium	High	33 %	51 %	16 %	Low	Medium	High	48 %	43 %	9 %	Low	Medium	High	26 %	42 %	32 %	Low	Medium	High	21 %	55 %	24 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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><b>Results: 2018</b></p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																														
<p>Students in 2018 who satisfactorily completed their VCE: <b>97%</b></p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>54%</b></p> <p>VET units of competence satisfactorily completed in 2018: <b>78%</b></p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>93%</b></p>																																






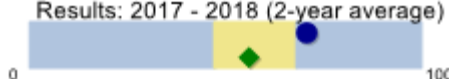


## Performance Summary

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> 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>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table border="1"><thead><tr><th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr></thead><tbody><tr><td>88 %</td><td>86 %</td><td>84 %</td><td>84 %</td><td>89 %</td><td>91 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	86 %	84 %	84 %	89 %	91 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	86 %	84 %	84 %	89 %	91 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

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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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,691,675
Government Provided DET Grants	\$841,599
Government Grants Commonwealth	\$35,614
Government Grants State	\$16,243
Revenue Other	\$14,182
Locally Raised Funds	\$746,841
<b>Total Operating Revenue</b>	<b>\$7,346,153</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$95,583
Equity (Catch Up)	\$45,580
<b>Equity Total</b>	<b>\$141,163</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$5,910,049
Books & Publications	\$2,681
Communication Costs	\$34,708
Consumables	\$159,384
Miscellaneous Expense <sup>3</sup>	\$445,082
Professional Development	\$24,269
Property and Equipment Services	\$880,327
Salaries & Allowances <sup>4</sup>	\$347,336
Trading & Fundraising	\$129,286
Travel & Subsistence	\$57,781
Utilities	\$95,869
<b>Total Operating Expenditure</b>	<b>\$8,086,773</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$740,620)</b>
<b>Asset Acquisitions</b>	<b>\$42</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$240,684
Official Account	\$36,788
<b>Total Funds Available</b>	<b>\$277,472</b>

Financial Commitments	
Operating Reserve	\$277,472
Other Recurrent Expenditure	\$2,335
Provision Accounts	\$12,954
<b>Total Financial Commitments</b>	<b>\$292,762</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)

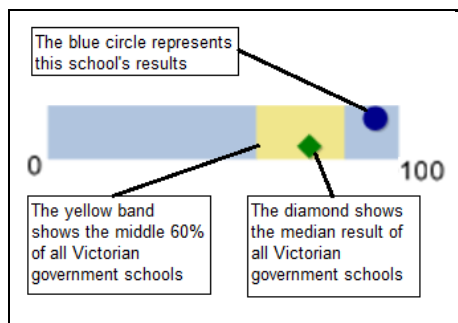
### Engagement

- 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).

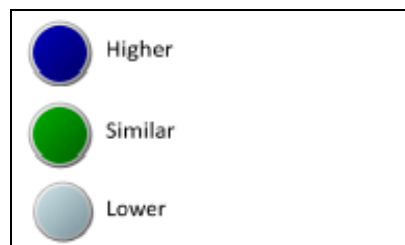


## What does *School Comparison* refer to?

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').