

2018 Annual Report to The School Community



School Name: Viewbank College (8812)



- 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 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 27 March 2019 at 12:10 PM by John Munro
(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 29 March 2019 at 09:13 AM by David Green
(School Council President)

About Our School

School context

Viewbank College is a vibrant and highly successful Year 7 to 12 co-educational College situated in the NW Region. Places at the College are in demand and there has been significant increases in enrolment. The student enrolment number in 2018 was 1344, which included 22 International Students. The College staff numbered 130 in total; 4 Principal Class Officers, 107 teaching staff and 19 Education Support staff. Viewbank College has at its focus high expectations and aims to provide quality educational opportunities that fully develop the potential of all its students. The learning growth of each child is a priority. The commitment is to ensure a caring environment in which every child has the sense of being in a 'small inclusive school', where there is a strong sense of belonging. Students are encouraged to be curious, adaptable, resilient and ethical members of the community.

The College began utilising the new Performing Arts Centre in August (officially opened in October 2018) and enjoys the new dedicated Music, Drama, Design Technology, Science and Mathematics teaching spaces. The STEAM Precinct, the Science/Mathematics facilities, the Art/Design wing and the Maker-Space have enhanced our programs and curriculum offerings, including VCE Systems and Engineering.

The College motto, "Caring for Excellence" drives all facets of College life. Our College Values are underpinned by the College Pledge, a pledge developed by students, staff and community members to reflect how we interact with each other. The Pledge reads, "At Viewbank College, we are committed to building respectful relationships every day. We pledge to continue to build a respectful environment that is inclusive, positive, safe and caring, promotes empowerment and strives for equity. We will honour the diversity of everyone within our community and embrace every background, experience, gender, sexuality, ability, age, culture and religion". The Pledge reflects not only our College Values, but reinforces our commitment to Child Safe Standards compliance and provision of a child safe environment.

The College is noted for being at the forefront of educational innovation. The redevelopment of curriculum with a focus on the use of data to inform teaching and learning, embedding differentiation and inquiry-based learning, and ensuring teaching and learning experiences engage and stretch students no matter their starting point are examples of this. Key to this is the utilisation of learning maps and instructional rubrics to ensure evidenced-based assessment so that students and staff can measure and respond appropriately to ensure learning growth. The College has a broad VCE program (37 studies) which allows for acceleration in subject areas at Year 10 and 11. In Year 10, 37 subjects are running of 40 offered, Year 11, 31 subjects running of 37 offered and Year 12, 27 subjects running of 34 offered. To support pathway exploration, the College offered 29 elective options at Year 9, with 26 running.

Alternative pathway options to enable greater flexibility to cater for individual needs are a strength of the College. Students have access to external VET provision and a quality delivery of Vocational Pathways, which enables students to access quality tertiary placements. A VCE Options program that includes VCE, Intermediate VCAL and VET components targeted at Year 11 students began at the end of 2018. Productive partnerships exist with local schools through the Northern VET Cluster, Banyule/Nillumbik Tech School, with local community groups and the Banyule City Council.

The provision of well-resourced, quality ICT is also a priority. The College use of an extensive 1:1 laptop program complements the teaching and learning program.

The College is noted for excellence in Drama performance and Music performance through an outstanding Instrumental Music Program, with approximately 374 students enrolled in this broad, performance-based program.

Framework for Improving Student Outcomes (FISO)

Positive Climate for Learning

Intellectual engagement and self-awareness

Strategic Goal: To embed the STEAM profile in the College.

- Development of a viable curriculum for Year 9 STEAM electives and Year 8 Biotech pilot program (CSL and B/N Tech Schools partnership).
- Planning for the introduction of VCE Systems Engineering.
- Continuing the B/N Tech School relationship and establish further partnerships.

Year 9 3D Printing and Design was offered for the first time in 2018 and had 3 classes of students successfully completing the course. The curriculum program was documented, evaluated and refined over the two semesters. Units 1 & 2 Systems Engineering and Year 10 Emerging Technologies and Design were offered for selection in 2019, and we were excited to be able to run both subjects.

Two classes of Year 8 participated in a pilot BioTech program that was co-developed with Banyule/Nilumbik and Whittlesea Tech Schools. We strengthened our partnership further with the Tech schools, having all Year 7 students participate in the trialling of a Lamp Design Challenge, providing invaluable feedback to support the program refinement. The College obtained a \$10,000 DigiTech grant from the State Government that was used to resource our Digital Technology programs, STEAM electives and our recently completed Maker-Space.

A STEAM club was introduced early in the year and had over 100 active student members who met regularly to work on a range of projects that included both Maths and Science Talent Search and Bridge Design challenge. 'Plan for the Planet' continued to be a successful endeavour, with two staff and four students awarded a Murdoch University Scholarship to travel to Mauritius to participate in a 'Plan for the Planet' conference.

Setting Expectations and promoting inclusion

Strategic Goal: To enhance the Wellbeing of all Students.

- Utilisation of the implementation of the Respectful Relationships initiative to build high expectations and promote inclusion by creating a consistent culture of respect across all classrooms and programs.

The College developed a whole-school approach to Respectful Relationships using an implementation cycle that relied on the work of the community. Students, staff, parents and members of the wider school community took part in the auditing of existing programs, policies, guidelines and attitudes against the key lenses of inclusivity, gender and equity. Staff undertook professional learning in the areas of Respectful Relationships and Disclosures, participated in workshops on curriculum design and established a working party to inform future directions.

The collaborative and inclusive approach taken to develop an implementation plan for sustainable cultural change has been essential in constructing a solid foundation. The College will be working on utilising the key values and ethos evident in the Pledge to shape a positive environment and build essential life skills to empower its members.

Empowering Students and Building School Pride

Strategic Goal: Develop a culture where students are empowered to contribute actively in their learning, both in the College and as global citizens.

- Further development of opportunities for Student Voice and Agency in order to create a positive teaching and learning environment to support a 'growth mindset'.

As part of addressing student voice and promoting agency, three SRC leadership positions were created at each year level. Each of the three positions has a specific portfolio to manage; Community, Diversity and Sustainability, with each portfolio-based team directly supported by a staff mentor. The teams organised a range of community events and raised awareness of cultural diversity, sustainability and equity. Proposals were presented to improve uniform options, resource smart training was undertaken to inform sustainable practices, a 'Viewbank Spring Clean-

up day' was initiated and indigenous planting was conducted.

Student Leaders participated in 'Friends of' meetings, College Council and College sub-committee meetings, student forums and student leadership meetings and worked collaboratively to help shape the direction of the College and improve learning opportunities for the students. The team worked closely with the Respectful Relationships key staff to shape the context of the initiative and to plan and run a highly successful community forum.

Staff have utilised student feedback in a variety of forms to evaluate their teaching, the curriculum program and student achievement. Whilst there has been an improvement in many areas for student voice and agency, we will be prioritising student voice in the learning in 2019 with the aim of increasing opportunities for students to help shape the learning program to better meet the individual needs of our students.

Excellence in Teaching and Learning

Evaluating impact on learning

Goal: To identify each student's potential and maximise their learning growth.

- Establishment of a culture of collaborative planning and assessment, which uses a variety of internal and external data sources, to target improvement.
- Development of an agreed whole-school instructional model that incorporates HITS, to increase the number of students showing high learning growth.

The College employed four Learning Specialists who undertook Instructional Leadership training with the Director of Teaching of Learning, College Principal and Assistant Principal of Teaching and Learning. The Instructional Leadership team introduced teachers to the Professional Learning Community model and supported Teacher Learning Teams (TLTs) through cycles of inquiry to improve learning outcomes for students. TLTs utilised a range of evidence to inform them about gaps in student knowledge and which strategies to use to facilitate the learning program. The teachers used their findings to modify and strengthen their curriculum programs, continuing the culture of collaboration in curriculum design and moderation. Whilst our NAPLAN and Attitude to School data in the Teaching and Learning areas remained consistent, the efforts of the staff and students over the year were unable to be determined using these data sources as they were taken within the first few months of the initiative.

VCE data and examiners' reports were analysed across the College in subject-based teams and were used to inform areas of strength, areas for improvement, strategies to utilise and exam technique skills to perfect for our current Year 12s, as well as to backward plan.

A Literacy Specialist was employed to join the Instructional Leadership team to support a whole-school approach to literacy, focusing on reading in 2019. The staff will work in four Professional Learning Community teams with the aim of supporting all students to maximise their learning growth from their point of need.

Achievement

Viewbank College has continued to perform well in all areas of student learning. The Year 7 and 9 NAPLAN data has indicated that the College has performed higher than the State mean in all areas for both Literacy and Numeracy. With 95% of students having participated in the testing, the data collected, whilst a snapshot, has provided valuable information for teachers to inform curriculum programs and intervention strategies for 2019. The Year 9 students performed particularly well in Reading with 32% of students achieving in the top two bands (20% State) and just 7% in the bottom two bands (22% State). In Numeracy at Year 9, 34% achieved in the top two bands (23% State), and just 7% in the bottom two bands (17% State). In Writing at Year 9, 12% achieved in the top two bands (10% State), and with 23% having achieved in the bottom two bands (41% State).

Teacher judgements indicate that students are performing at a consistently higher level in Maths and English, compared to the median for all Victorian Government Schools, and closely align with the NAPLAN data.

In 2018, VCE students achieved excellent results, continuing a consistent upward trend over the past 5 years. The

most gratifying outcome for our class of 2018 was that 88.42% (168 out of 190 students) achieved an ATAR score of 50 or above which clearly give each of those students access to tertiary training. There were 42 students who achieved 90 or above, with 21 having achieved an ATAR above 95. The highest ATAR ranked 99.95 and the College mean for all study scores was 32. Two students achieved perfect scores in Business Management. For those students who studied a LOTE, Maths Methods or Specialist Maths and English, they also achieve a Victorian VCE Baccalaureate and proudly, we had 23 students who qualified.

The College has continued to offer an extensive VCE program, which will include VCE Options (a program that combines Intermediate VCAL certificate with VCE and VET) and Systems Engineering in 2019. The College has continued to support alternative pathways, with the number of students undertaking a VET study having steadily increased over the past three years. There is in excess of 80 students enrolled in a VET study for 2019. These programs will provide greater opportunities for student voice in their learning and have been developed in response to student demands.

Four Learning Specialists were employed to support the teachers with the use of evidence (student voice, feedback and assessment data) to strengthen the teaching and learning programs. A Literacy Learning Specialist was employed to commence work from the beginning of 2019 with staff and students in order to develop a whole-school approach to literacy. The work will include supporting staff to develop literacy strategies.

Teachers are focused on strengthening the learning experience for every student. Staff use data to inform their teaching practice and encourage all students to read their full potential.

Engagement

In 2018, the Student Absence data continued to be substantially better than the State, with 53% of students being absent for less than 10 days compared to 42% of the State. The College had 8% of students with more than 30 days absence compared with 17% for the State. Students chronically absent are often referred to external agencies including CAMHS and Berry St to assist parents and students to develop strategies for getting to school. A number of students transition back into school on reduced load timetables and support staff, including welfare team members, regularly check in with the students and families to ensure all are on track with the message "it's not ok to be away". Staff and parents are able to monitor student absences using the Compass Student Management system. This allows for early intervention and monitoring of students not attending school every day.

Student retention data at Years 7-10 remains high, being well above the State and the College has continued to prepare students for further studies or full time employment. In 2018 student destinations included 90% of students who applied for courses through VTAC, with 98% of students having received an offer. 3 students intend to study overseas and 10 students are working either full or part-time while considering further study. The destination data in terms of interest were as follows; Business/Commerce (17%), Science (16%), Healthcare (15%), Design/Creative Arts (10%), Engineering (8%), Arts (7%), Sport/Exercise Science (6%), Psychology/Criminology (4%), Computing (4%), Work (4%), Education (3%), Trades (3%), Other (3%).

Attitudes to School Survey responses for all areas were above State percentiles, having performed particularly well in the areas of management and experience of bullying, learning confidence, connectedness and stimulating learning. Areas highlighted for a targeted response in 2019, through our Respectful Relationships program, include student voice and agency, respect for diversity and school stage transitions.

The College has continued to promote a large extra-curricular program in order to create a small school experience in a large and growing school. The number of lunchtime and after-school activities increased to further support student engagement. For example; STEAM club (100+ members), lunchtime cooking club, karaoke, book club celebrating women, Commerce Club and Open Mic night. Pre-existing clubs and activities have continued to thrive.

The Student Leadership program saw the introduction of non-gendered leadership roles, with the exception of the College Captains, at the request of students through consultation. The Student Representative Council was expanded to include three students at each year level, with designated portfolios (Diversity, Community and

Sustainability). Highlights of 2018 for student leaders included the formalised handover from the 2018 Captains to our newly elected 2019 Captains, and being integral members of the Respectful Relationships consultative group. The Student Leadership team are to be commended on the level of agency demonstrated through a range of projects they initiated and clearly modelled positive behaviours.

Results from the Parent, Student and Staff surveys have endorsed the College as a positive environment, which provides a sense of belonging and quality learning experiences.

Wellbeing

Through a holistic approach to wellbeing, the College has continued to offer an extensive overlay program, individualised support and counselling where appropriate. The program includes Pathways, Health & Wellbeing days, the Peer Support Program, Heads Up Week (Year 8), Mindfulness, Year 7 & 9 Camps, with the view to introduce a Year 8 Camp for 2019 focused on connectedness and resilience.

In the Senior Years, students have received wellbeing guidance and information, in combination with VCE and study skill information sessions and future pathway planning counselling, to assist in building resilience and coping skills. Events included the La Trobe University Day for Year 12 students, the mental health program (BATYR) and positive mindset training for Year 11s, and Glenn Manton workshops focusing on character strengths for our Year 10s.

The College supports its students using a network of committed classroom teachers supported by a Level Leader (Leading Teacher), two Wellbeing Leaders and a Mentor. These year level teams, together with the careers and welfare teams, work to promote resilience, inclusiveness and a sense of school pride encouraging students to achieve their very best and make positive decisions for the future.

As a Respectful Relationships partner school, the College appointed a Respectful Relationships Leader, established a staff and student working party, consulted regularly with the community, participated in professional learning, audited the College and developed a detailed Respectful Relationships Implementation Plan. As part of the process a College Pledge was developed that encapsulated the values and ethos of the College community. The Pledge has already been adopted as part of assemblies, information evenings and formal events and was launched to the wider community at the official opening of the Performing Arts Centre. The College is committed to embedding the Pledge in all facets of school life.

The Pledge includes key words and language that teachers and Level Leaders can use to model common acceptable language and essential skills for fostering respectful relationships. Level Leaders started educating their students about these key words in the Pledge and expectations associated with them. Teachers have also spent time learning about these key words and how they can be incorporated in everyday language, with whole staff Professional Development also giving a more consistent understanding.

The Respectful Relationship student (371), staff (52) and parent (12) surveys gathered some very useful baseline data that outlined some positive things that we are doing well but also some things we can work towards improving. Many of the goals achieved so far in Respectful Relationships are short term goals in what has been set up to be a long term cultural shift and the thorough audit and planning process should continue to enable this shift over the next few years.

The staff also completed professional development in the area of managing students in need of additional assistance, who may disclose personal information and/or be at risk of mental health issues. The whole staff completed a session on Dealing with Disclosures by DET Respectful Relationships staff. The Level Leaders, Wellbeing Leaders and First Aid Office staff completed a training session on the Safe Minds program that gave a framework for noticing, inquiring and planning for supporting 'at risk' students.

Financial performance and position

The 2018 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes and support student learning.

The 2018 Operating statement shows a deficit of \$160,224 as accumulated funds were budgeted to allow for the additional expenditure incurred in the fit out of the Performing Arts Centre and STEAM classrooms.

Major items of expenditure include the purchase of new student class and exam tables, student & staff chairs and staff desks totalling \$82,000; six classroom air conditioners replaced \$17,000, the refurbishment of A5, A6, the music area, as well as additional works and equipment for G Block \$87,000

86% of the total revenue listed on the Operating Statement Summary refers to the funding received from the DET Student Resource Package. The SRP credit component of \$1,126,616 refers to staff salaries and the majority of the Government Provided DET Grants listed as \$1,222,619 refers to the cash component of the SRP and includes the following additional DET grants:

- \$8,000 – Furniture Grant for the new relocatable classrooms received due to increased enrolments
- \$10,000 – Digitech Startup Grant which provided funds to purchase robotic components and two 3D printers for the STEAM Program
- \$11,127 – Camps, Sports and Excursion Funding to assist parents/carers holding a Healthcare card to support students attending school camps, excursions, incursions and sport programs.
- \$264,209 – Overseas full fee paying students funding
- Included in the SRP package is Equity funding of \$62,836 which provided the ability to allocate additional resources to support students' wellbeing and academic needs.

Government Grants Commonwealth includes:

- \$28,500 Defence Force Grant was received, as a strong relationship is maintained with the Department of Defence and the College. These funds are used to purchase additional resources and staff to support the students of the Defence families at the College.
- \$19,925 Department of Industry, Innovation and Science funding received as sponsorship to provide a group of students the opportunity to attend a conference in Mauritius as part of the One Planet Partnership.

Government Grants State includes:

- \$9,725 received from the Office of Youth, Department of Premier and Cabinet for the Advance Funding which provides support for the Year 9 Duke of Edinburgh Program.
- Other Revenue is less than 1% of the total revenue and includes interest on investments of \$45,641

Locally Raised Funds is 12% of the total revenue and includes:

- \$10,000 donation from the family of Lesley Morris who was an ex staff member who sadly passed away. These funds together with additional funds contributed by the Student Representative Council were used to construct the Lesley Morris Memorial Garden which is located between the Gymnasium and the C block. This garden area with seating and water feature has provided a quiet, reflective gathering space for students adding to the ambience of the College grounds.
- \$8,000 was raised through fundraising events organised by the Student Representative Council in support of the wider community. Donations were made on behalf of the SRC to a variety of charities such as the McGrath Foundation, Rural Aid, Variety Victoria, Youth Undercover, Live for Lily and Lions Club of Australia. The SRC actively engages with the students at the College to form positive connections with students beyond the College.

The College is well supported by several 'Friends' parent groups who hold various fundraising events throughout the year. The combined 'Friends' group funds remaining is \$58,656 which is tagged to support future plans to assist the students and the College community.

Parents/Carers continue to financially support the College and the revenue raised from the Essential, Optional and

Voluntary items totalled \$884,838.

This continued support from families and the community allows the College to provide the best possible programs and facilities for the students.

**For more detailed information regarding our school please visit our website at
<https://www.viewbank.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

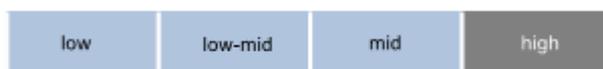
Enrolment Profile

A total of 1343 students were enrolled at this school in 2018, 612 female and 731 male.

15 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

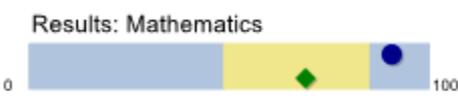
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> 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>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

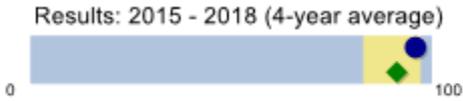
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">18 % 48 % 33 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">13 % 50 % 37 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">18 % 47 % 36 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">20 % 52 % 28 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">20 % 50 % 30 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">24 % 49 % 27 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">32 % 51 % 17 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">24 % 52 % 24 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">23 % 53 % 24 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">21 % 54 % 25 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 2% VET units of competence satisfactorily completed in 2018: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p>		

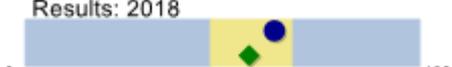
Performance Summary

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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	92 %	91 %	95 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	92 %	91 %	95 %	95 %									
<p>Student Retention</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>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,126,616	High Yield Investment Account	\$1,300,730
Government Provided DET Grants	\$1,222,619	Official Account	\$159,406
Government Grants Commonwealth	\$54,453	Other Accounts	\$550,028
Government Grants State	\$19,355	Total Funds Available	\$2,010,164
Revenue Other	\$94,836		
Locally Raised Funds	\$1,796,461		
Total Operating Revenue	\$14,314,339		
Equity¹			
Equity (Social Disadvantage)	\$33,936		
Equity (Catch Up)	\$28,900		
Equity Total	\$62,836		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,216,819	Operating Reserve	\$477,914
Books & Publications	\$13,411	Other Recurrent Expenditure	\$1,863
Communication Costs	\$31,766	Provision Accounts	\$13,000
Consumables	\$379,315	Funds Received in Advance	\$448,721
Miscellaneous Expense ³	\$926,829	School Based Programs	\$13,510
Professional Development	\$174,942	Funds for Committees/Shared Arrangements	\$59,157
Property and Equipment Services	\$840,387	Repayable to the Department	\$500,000
Salaries & Allowances ⁴	\$607,470	Capital - Buildings/Grounds < 12 months	\$496,000
Trading & Fundraising	\$123,036	Total Financial Commitments	\$2,010,164
Travel & Subsistence	\$172		
Utilities	\$160,417		
Total Operating Expenditure	\$14,474,563		
Net Operating Surplus/-Deficit	(\$160,224)		
Asset Acquisitions	\$67,949		

- (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)

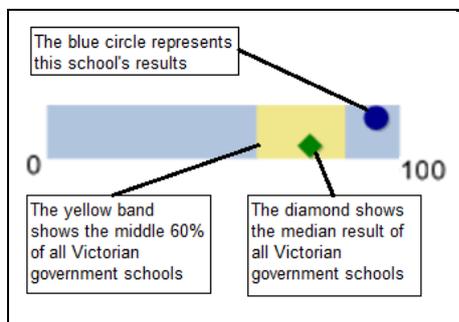
Engagement

- 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).

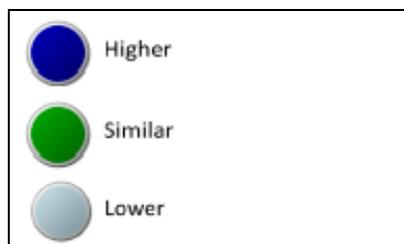


What does *School Comparison* refer to?

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').