2019 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 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 17 March 2020 at 11:04 AM by Sharon Grimes (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.

To be attested by 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 continue to be in high demand. The current enrollment is 1445, which included 26 International Students. The College staff numbered 130 in total; 4 Principal Class Officers, 107 teaching staff and 20 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. Our community values are represented in our College Pledge, which reflect our involvement in the Respectful Relationships Program.

The College Performing Arts Centre provides excellent teaching spaces, including 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. Student participation in the STEAM area has grown exponentially, with electives in 3D printing, STEAM club and involvement in the Young Persons for the Planet initiative. In 2019 the College conducted its first STEAM conference, with great success.

The College motto, "Caring for Excellence" drives all facets of College life. Our College Values are underpinned by the College Respectful Relationships 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, the provision of a child safe environment and our status as a Lead school in the Respectful Relationships program.

The College is noted for being at the forefront of educational innovation. The redevelopment of curriculum with a focus on the use of a Datawise inquiry cycle in our Professional Learning Communities 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 utilization of learning continuums, 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, 28 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 380 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 continues to be popular in 2019 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 these continue to be a popular choice.
Two classes of Year 8 participated in a pilot BioTech program that was co-developed with Banyule/Nillumbik 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 now operates during every lunch time and continues to focus 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 Scholarship to travel to Singapore in 2019 to participate in a 'Plan for the Planet' conference.

Setting Expectations and promoting inclusion
Strategic Goal: To enhance the Wellbeing of all Students.
Viewbank College is now a Respectful Relationships lead school and is continuing to embed the key features of the initiative, but also work closely with partner schools to facilitate a broader community engagement with Respectful Relationships.

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.

As part of addressing student voice and promoting agency, the three SRC leadership, positions each with 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 included a plan to improve the J block courtyard, with work progressing on this in 2020.

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.
Students from across the school were involved in student forums addressing a number of issues relating to engagement and well-being.
The Student Leadership group reviewed the College House system, identifying areas to improve participation and connection to the College. Logos were redesigned, House chants developed and uniform items reviewed. Work to implement these changes will continue in 2020.

Staff continue to use 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 across the College, we will be prioritizing student agency in the learning in 2020 with the aim of increasing opportunities for students to help shape their own learning, with a focus on the classroom.

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 Learning Specialists, the Director of Teaching of Learning, College Principal and Assistant Principal of Teaching and Learning reviewed the work of the Professional Learning Communities in the College. Staff continued to use cycles of inquiry to improve learning outcomes for students. PLC's utilized 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. We re-focussed our efforts on collecting more specific data, now using ACER PAT testing to inform literacy and numeracy levels and allow a more strategic approach to intervention at student point of need.
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.

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 94.5% 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 2020. The Year 9 students performed exceptionally well in Reading with 38.9% of students achieving in the top two bands (20% State) and just 6.8% in the bottom two bands (20% State). Even more impressive, in Numeracy at Year 9, 40% achieved in the top two bands (23% State), and just 3.4% in the bottom two bands (17% State). In Writing at Year 9, 19% achieved in the top two bands (10% State), and with 26% having achieved in the bottom two bands (40% 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 2019, VCE students achieved excellent results, continuing a consistent upward trend over the past 5 years. The most gratifying outcome for our class of 2019 was that 84% (out of 161 students) achieved an ATAR score of 50 or above which clearly give each of those students access to tertiary training. There were 33 (20%) students who achieved 90 or above, with the highest ATAR ranked 98.95 and the College mean for all study scores was 32. One student achieved a perfect score of 50 in Art. For those students who studied a LOTE, Maths Methods or Specialist

Maths and English, they also achieve a Victorian VCE Baccalaureate.

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). 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 60 students enrolled in a VET study for 2020. These programs will provide greater opportunities for student voice in their learning and have been developed in response to student demands.

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 2019, the Student Absence data continued to be substantially better than the State. The percentage of students with 20 days absence or more was 15%, compared to 22% for like schools. Our school had an average of 13 days absence, compared with 15 days for like schools and substantially lower than the stage average. 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 everyday.

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 2019 student destinations included 90% of students who applied for courses through VTAC, with 98% of students having received an offer. 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 and stimulating learning. Areas highlighted for a targeted response in 2020, through our Respectful Relationships program, include student voice and agency, connectedness, 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, chess 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 continued to evolve in 2019, with senior student leaders organizing a range of positive, community building initiatives such as Vibrant Viewbank multi-cultural day. Highlights of 2019 for student leaders included the formalised handover from the 2019 Captains to our newly elected 2020 Captains, active members of the Health and Well-being committee and ongoing membership 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, individualized 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, and the highly successful Year 8 Camps program 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 Lead School, the College appointed two new Respectful Relationships leaders, continues with a staff and student working party, consulted regularly with the community, participated in professional learning, audited the College and continues to deliver on the Respectful Relationships Implementation Plan. The College Pledge is now an integral part of assemblies, information evenings and formal events. 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 counsel students about these key words in the Pledge and expectations associated with them. Teachers use these key words as a common and consistent language and to help build positive relationships with students. We continue to work to make a long term cultural shift, working across the whole College and broader community.

The College opened a new Wellbeing Centre, with a focus on timeout and counselling support for students. We employed a full time mental health practitioner (psychologist) to support our existing wellbeing team and to provide broader, whole school initiatives and education around self-care and mental health.

Financial performance and position

The 2019 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.
Major items of expenditure included the College contribution of $412,500 towards the Viewbank College Performing Arts Centre as well as $46,642 for the refurbishment of the student Wellbeing Hub and $64,137 for the refurbishment of E15/16 G/J Block. The PAC floor seating hydraulic lift was purchased for $16,036; ten new air conditioners installed in classrooms $34,637; additional CCTV cameras $22,683; new phone system for the College to meet NBN needs $17,005; an Epilog laser cutter $24,800; classroom and PAC furniture totalling $69,500.
78% 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 $11,916,587 refers to staff salaries and the majority of the Government Provided DET Grants listed as $1,341,256 refers to the cash component of the SRP and includes the following additional DET grants
$15,270 – MYLNS - Middle Years Literacy & Numeracy Support initiative supported staffing resources within the middle years literacy and numeracy program.
$5,794 – Maintenance Blitz Grounds Allowance which was additional funding within the SRP cash component. This funding provided the opportunity to carry out additional tree maintenance within the College grounds.
$14,802 – Camps, Sports and Excursion Funding to assist parents/carers holding a Healthcare card to support students attending school camps, excursions, incursions and sport programs.
$275,327 – Overseas full fee paying students funding
Included in the SRP package is Equity funding of $66,724 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.

$20,000 Department of Industry, Innovation and Science funding received as sponsorship to provide a group of students the opportunity to attend the Earth Conference in Singapore.

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.

$2,727 Department of Tourism, Sport and Culture NT – provided to support the visit of students to the Northern Territory during the year 9 camp program.

Other Revenue is less than 1% of the total revenue and includes interest on investments of $35,825 and reimbursement from our sister school in Japan of $17,139 to host the Japanese exchange program at the College.

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

$1,500 being a donation from Metro Cares to Friends of STEAM. These funds were used to provide additional technology resources for the STEAM program at the College.

$6,600 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, the Royal Children's Hospital, the Wheen Bee Foundation and the Lions Club of Australia. The SRC actively engages with the students at the College to lead a positive connection 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 $54,854 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 $842,281.

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
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 1389 students were enrolled at this school in 2019, 651 female and 738 male.

16 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
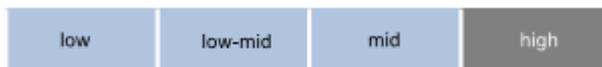
Parent Satisfaction Summary

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.
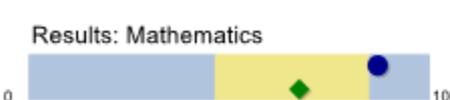
School Staff Survey

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

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬ 100	Similar ○ Similar ○

Performance Summary

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

Performance Summary

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

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** 19% Low, 55% Medium, 27% High **Numeracy** 22% Low, 50% Medium, 28% High **Writing** 17% Low, 48% Medium, 35% High **Spelling** 21% Low, 50% Medium, 29% High **Grammar and Punctuation** 19% Low, 48% Medium, 33% High	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. Low 25%, Medium 50%, High 25% Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** 22% Low, 53% Medium, 25% High **Numeracy** 24% Low, 46% Medium, 29% High **Writing** 26% Low, 50% Medium, 24% High **Spelling** 28% Low, 46% Medium, 26% High **Grammar and Punctuation** 19% Low, 55% Medium, 26% High	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. Low 25%, Medium 50%, High 25% Statewide Distribution of Learning Gain (all domains)
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2019 0 — 50 Results: 2016 - 2019 (4-year average) 0 — 50	**Above** 🔵

Students in 2019 who satisfactorily completed their VCE: 97%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 7%
VET units of competence satisfactorily completed in 2019: 96%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

Performance Summary

Engagement	Student Outcomes	Similar School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

Similar School Comparison
A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.

Results: 2019
Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)
Few absences <------> Many absences

Above

Average 2019 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94 %	92 %	93 %	92 %	93 %	95 %

Similar school comparison not available

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2019

Results: 2016 - 2019 (4-year average)

Above

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2019

Results: 2016 - 2019 (4-year average)

Below

Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

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	$11,916,587
Government Provided DET Grants	$1,341,256
Government Grants Commonwealth	$66,193
Government Grants State	$28,822
Revenue Other	$70,603
Locally Raised Funds	$1,804,777
Total Operating Revenue	**$15,228,237**

Equity[1]	
Equity (Social Disadvantage)	$41,124
Equity (Catch Up)	$25,600
Equity Total	**$66,724**

Expenditure	
Student Resource Package[2]	$12,257,041
Books & Publications	$7,689
Communication Costs	$35,428
Consumables	$346,128
Miscellaneous Expense[3]	$1,067,022
Professional Development	$71,701
Property and Equipment Services	$522,271
Salaries & Allowances[4]	$631,485
Trading & Fundraising	$182,429
Travel & Subsistence	$363
Utilities	$178,893

Total Operating Expenditure	**$15,300,451**
Net Operating Surplus/-Deficit	**($72,214)**
Asset Acquisitions	**$615,874**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$1,244,188
Official Account	$82,895
Other Accounts	$149,188
Total Funds Available	**$1,476,270**

Financial Commitments	
Operating Reserve	$481,181
Other Recurrent Expenditure	$6,713
Provision Accounts	$13,000
Funds Received in Advance	$276,238
School Based Programs	$19,121
Funds for Committees/Shared Arrangements	$75,268
Asset/Equipment Replacement < 12 months	$90,000
Capital - Buildings/Grounds < 12 months	$430,000
Maintenance - Buildings/Grounds < 12 months	$120,000
Capital - Buildings/Grounds > 12 months	$70,000
Total Financial Commitments	**$1,581,521**

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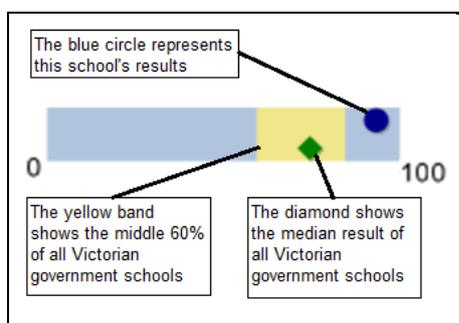
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Above

Similar

Below

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').