

# 2018 Annual Report to The School Community



**School Name: North Geelong Secondary College (7856)**



- 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 12 March 2019 at 06:23 PM by Nicholas Adamou  
(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.

To be attested by School Council President



# North Geelong Secondary College (7856)

## About Our School

### School context

North Geelong Secondary College (NGSC) is a single campus, academic Year 7–12 College. It is a creative, caring and diverse College, where girls and boys grow into autonomous learners by engaging with our imaginative and intellectually rigorous programs. Our students develop into mature and independent individuals, fully prepared for a life of meaningful achievement and active participation in our local and global communities.

The school values "Respect, Excellence, Achievement and Diversity" (READ) are the bedrock of all school activities and continuously promoted in the wider school community. The majority of the student enrolment is drawn from the northern and western suburbs of Geelong. The school provides for a culturally diverse community. The school has 70.3 (EFT) equivalent full-time teachers; 77 Teachers, 4 Principal class and 37.63 EFT Education Support Staff; 49 Educational Support staff.

The current school enrollment is 1013 students. In the last 4 years, the school has experienced a steady increase in student numbers and it is near now near capacity. The EAL enrollment is 25%, the LBOTE enrollment is 30%. The ATSI enrolment is 3%. In 2017 the refugee enrolment was 13%. The school's socioeconomic band value is low. NGSC provides a transition English as Additional Language (EAL) program which includes a VCAL/EAL program for mature students. There is also ongoing classroom support program (Multicultural Educational Assistants - MEAs) provided to EAL and refugee background students in the main stream classes. The College is a base for the Geelong English Language Centre (GELC) which is open to students from all other secondary schools in Geelong. The College is in receipt of Equity/Disadvantage funding which provides an enhanced focus on Teaching & Learning; in particular Literacy, Numeracy intervention programs, integration of ICT across the curriculum, building Teacher and Leadership Capacity, Homework and Tutorial programs, a well-resourced Well-being team including; 2 x Social Workers, 1 x Youth Worker, 1 x Sick Bay Officer, 0.4 school nurse and 0.4 School Chaplain. The equity funding enables the school to implement Literacy and Numeracy intervention programs such as: STAR and ACE Literacy and Numeracy programs. The Strive To Achieve Results (STAR) Program is an innovative, intervention Literacy and Numeracy program addressing Year 7 to 9 student individual literacy & numeracy gaps; The ACE (Achieving Core Education) Literacy & Numeracy intervention program is for students in Years 7 to 9, who perform way below expected levels (Stanine 1 & 2); Low class sizes in Year 7 program (average of 22 students per class); employment of a VASSP Field Officer to work with the leadership team building leadership capacity; Employment of Mathematics Methods, Specialist and Physics Tutor for Year 12 students; small VCE classes in the curriculum areas such Physics, Specialist Mathematics, Accounting, English Literature. The school maintains a three sub-school system (Junior, Middle and Senior), including a Leading Teacher and an Attendance Officer/Sub-school Assistants for each sub-school. Each sub-school is overseen by an Assistant Principal.

In 2018, the school continued to provide the following specialist programs: iPad program 7 to 9; and BYOD (Apple device/ Google Chromebooks) from 10 to 12; The Select Entry Accelerated Learning Program (SEAL) addresses the needs of high performing students; the Scholarship Program recognises the considerable achievements of children in our community and provides them with the opportunity to experience exciting curriculum opportunities at NGSC, e-Learning and STEM; Nao Robot, Robotics, Drones, 'Spheros' and iLeaders programs; Excellence in Sports program (Soccer/Football); The VCE After School Tutorial and Homework Club; an extensive Performing Arts and instrumental music program and Student Leadership programs. The Year 9 "Hands on Program" addresses the needs of kinesthetic students that learn in a more practical environment.

In 2018, Professional Learning Communities (PLCs) were fully operating providing a structure for targeted professional conversations and staff development. In the second half of 2018 work has begun in PLCs with embedding High Impact Teaching Strategies (HITS) in teaching and learning.

NGSC prides itself on continuing to address student individual needs. We place the student in the centre of everything we do (Curriculum, Extracurricular activities, Engagement & Well-being, Values Education, Leadership). Educational programs are tailored to improve student outcomes ensuring that many opportunities are provided to students to achieve the pathways of their choice; Tertiary Education, Apprenticeships or Full Time sustainable employment.

### Framework for Improving Student Outcomes (FISO)

# North Geelong Secondary College (7856)

NGSC vision is to work closely with DET guidelines and within the Education State, strengthening an educational setting that provides every student with the knowledge, skills and attributes that will see them thrive in their world, regardless of where they start, the path they pursue or how the world might change around them.

The Framework for Improving Student Outcomes (FISO) is designed to foster a targeted, evidence-informed focus on student outcomes, providing a common approach and common language for our professional workforce, intending to lift student outcomes. FISO uses the latest research on student learning and global best-practice assisting NGSC to focus our efforts on key areas that are known to have the greatest impact on school improvement. It has been developed to dramatically place student learning as the focus of every school.

In 2018, equity funding enabled the College to continue providing intervention Literacy & Numeracy Programs (STAR and ACE Programs) at a point of need for students in Years 7 to 9. The school used the funding to continue providing an extensive EAL program supported by MEAs and an EAL/VCAL program for refugee students with little, or no prior formal schooling. The school also continued to employ a full time Sickbay Officer, three Sub-school Assistants and a Youth Worker to address student well-being and attendance issues. The school's attendance data has improved enormously in the last two years. Equity funding also allowed NGSC to build mainstream teacher capacity in teaching EAL/Refugee students through the creation of a position of responsibility.

NGSC strives for Excellence in Teaching and Learning, part of the FISO improvement cycle, therefore, addressing individual needs through the provision of programs for all kinds of learners (academic to engaging/hands on and sporting programs). The College offers applied learning alternatives from Year 9 to 12. Students have a well-structured pathway for TAFE, VCAL, work or University, heavily supported by the careers team. As part of promoting a positive climate for learning and enhancing student engagement the school also offers resilience programs. A strengthened SRC and House structure (student voice and agency) further builds on school pride and connectedness to school.

The school is committed to a set of clear, high-standards, high expectations guiding professional practice within the school, focusing on improved student outcomes.

## Achievement

North Geelong Secondary College School Strategic Plan (2017 – 2020 SSP) and 2018 Annual Implementation Plan (AIP) were focused on improving teaching & learning aiming at improving student outcomes.

The teacher judgments of student achievement in English were lower than the median of all Victorian government high schools, however, in Mathematics; they were within the state median and similar to like schools. The English and Mathematics KLA Leaders together with their staff, the curriculum and leadership teams continue to focus on implementing consistent strategies in student assessment and student work moderation (focus on moderation in English and Mathematics in Years 7 to 10).

The percentage of students in the top 3 bands of testing in NAPLAN (scale from Bands 5 -10) in Literacy and in Numeracy is similar to like schools.

The NAPLAN learning gain of students from Years 7 to 9 in Literacy (Reading, Writing, Spelling, Grammar & Punctuation) is as follows: Reading: Improvement in moving students from Low to Medium and Medium to High, Writing: The school is focused on Writing to ensure improvement in moving students from Low to Medium and Medium to High, Spelling: Improvement in moving students from Low to Medium and Medium to High, and Grammar & Punctuation: Improvement in moving students from Low to Medium and Medium to High, Some improvement is needed from Low to Medium.

The NAPLAN Learning gain of students from Years 7 to 9 in Numeracy: improvement in moving students from Medium to High. More work needs to be done with the high performing Mathematics students in differentiating and extending them ensuring they are reaching their full potential.

The school's VCE Allstudy mean score is at state mean and it has improved by two clear points. The VCE mean study score is similar to like schools.

97% of our students satisfactorily completed their VCE (an improvement from the year before). The Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed is 73%.

All Students with a Disability (PSD program) have had individual learning plans supported by SSGs and they all have showed progress at satisfactory levels achieving their individual goals.

# North Geelong Secondary College (7856)

## Engagement

In 2018, the student attendance has improved and it is well below the state mean (average number of absence days in 2018 was 16.1 and the state median was 20.6). In other words the school has performed way higher than the state.

The school's significant investment in the sub-school structure ensuring students and families are fully aware of the importance of attending school. In 2018 the school built on its strengths from previous years, accommodating the increase in student numbers (Junior, Middle and Senior sub-schools; each facilitated by an Assistant Principal and headed by a Leading Teacher, working within a team of Year Level Coordinators, Well-being staff, including two Social Workers, a Youth worker, a School Nurse, a Chaplain and Sub-School Assistants/Attendance Officers). In 2018 the school also implemented the Doctors in School Program which has proven to be very successful.

Part of the Sub-School Assistants' role is to contact parents on daily basis and liaising with the Student Managers and Well-being staff re: students at risk of not attending. All student absences were followed up by the Student Managers and support was provided to students "at risk".

The student retention, percentage of Year 7 students who remain at the school through to Year 10, is similar to like schools and is above the state median. The 4-year average (2015-2018) is higher than like schools, which is a very pleasing result.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment is similar to like schools and above the state median. The four year (2015 – 2018) average is similar to like schools and slightly above the state median. In 2018 the school continued to employ an SBAT Coordinator, working within the Careers/Pathways Team and that has continued to improve the number of students gaining school based apprenticeships. The Pathways counselling process implemented at the school in the last three years (student, parents & careers counselor attending a final counselling meeting/session) ensuring the right pathway has been chosen by the student has contributed to the great improvement in the subject selection and pathways process. In 2018, all students who left the school from Year 10 to 12 have had a pathway to further studies, apprenticeships or sustainable employment.

## Wellbeing

The Student Attitude to School data derived from the Year 7 to 12 student survey completed annually, measuring the Connectedness to School percentage was similar to like schools and higher than the state median. The Students Attitudes to School, Management of Bullying, result in 2018, was similar to like schools and slightly above the above the state median.

In 2018, the school employed a team of Well-being Professionals (2 x1.0 Psychologists/Social Worker, 0.4 x school nurse, 0.4x School Chaplain, 1.0 x Youth Worker, SSSO support, Doctors in Schools Program) ensuring the well-being needs of all students were addressed. In addition there is a 0.4 Catholic Care Counselor working with some of our refugee background students.

The Student Well-being Team continued to work closely with the well-structured Student Management Teams (Sub-School Leaders, Year Level and Assistant Year Level Coordinators, Home Group Teachers, Sub-School Assistants, Principal Class Officers) and the families of students deemed to be 'at risk'. This has improved student engagement and well-being at the school. The school's clearly articulated and communicated high expectations, values education and accountability framework also supports student engagement and well-being.

In 2018 the school continued the full time breakfast program for approximately 130 to 150 students on a daily basis. The breakfast club is a place where students gather together every morning among friends, staff and volunteers enjoying breakfast in a very supportive, relaxed and friendly atmosphere.

The school's extra-curricular program has also been strengthened in 2018, including a variety of sporting events, swimming, performing arts: school production, singing competitions, chess club, soccer club, Animee club, Men's shed, knitting club, student leadership programs, including iLeaders and the school's Human Powered Vehicle (HPV) program participating in many competitions. This has improved the student engagement and school connectedness to school of our students.

# North Geelong Secondary College (7856)

Our clearly articulated code of student behavior, respectful relationships, values education and student high expectations contributed to a stimulating, safe and nurturing teaching and learning environment.

## Financial performance and position

In 2018 the school had a net operating surplus which has been committed to the following programs;

- School improvement buildings and grounds
- School Based programs (Excellence in Sports, Chaplaincy, Youth worker, Advance HPV program, fundraising money)
- Equity Funding (STAR and ACE Literacy and Numeracy programs, Building Leadership capacity consultant), EAL program including an EAL transition program, EAL VCAL program, Year 12 Tutorial program, 3 x sub-schools structure (Junior, Middle and Senior), appointed a third Assistant Principal, a third Sub-School Leader Leading Teacher and a third Sub-School Assistant.
- Geelong North Network SSSO and Geelong German Network funds
- supported the Capital works/refurbishment of the school

Currently the school is in a healthy financial position.




Draft

# 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 972 students were enrolled at this school in 2018, 412 female and 560 male.

25 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

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



### Parent Satisfaction Summary

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

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



### School Staff Survey


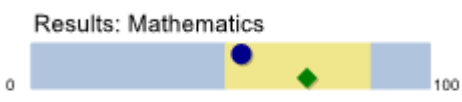


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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












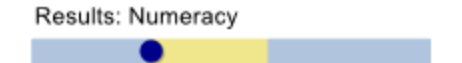





## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> 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> Similar</p> <p> Similar</p> <p> Similar</p>

















## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>45%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>52%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>38%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	51%	15%	Numeracy	35%	50%	15%	Writing	43%	45%	12%	Spelling	36%	52%	11%	Grammar and Punctuation	47%	38%	15%	<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>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</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>            Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>51%</b>            VET units of competence satisfactorily completed in 2018: <b>66%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>73%</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> <table border="1" data-bbox="544 949 1002 1043"> <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>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	91 %	92 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	91 %	92 %	93 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> 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><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> Similar</p> <p> Similar</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> 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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$10,170,350	High Yield Investment Account	\$803,640
Government Provided DET Grants	\$3,438,756	Official Account	\$466,578
Government Grants Commonwealth	\$30,375	Other Accounts	\$1,000,000
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$2,270,219</b>
Revenue Other	\$171,798		
Locally Raised Funds	\$908,622		
<b>Total Operating Revenue</b>	<b>\$14,729,626</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,841,697		
Equity (Catch Up)	\$118,998		
<b>Equity Total</b>	<b>\$1,960,695</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$9,993,280	Operating Reserve	\$604,379
Books & Publications	\$5,776	Funds Received in Advance	\$30,291
Communication Costs	\$57,929	School Based Programs	\$476,167
Consumables	\$347,039	Funds for Committees/Shared Arrangements	\$21,456
Miscellaneous Expense <sup>3</sup>	\$1,162,015	Asset/Equipment Replacement < 12 months	\$301,073
Professional Development	\$95,435	Capital - Buildings/Grounds < 12 months	\$350,000
Property and Equipment Services	\$1,445,379	Maintenance - Buildings/Grounds < 12 months	\$230,000
Salaries & Allowances <sup>4</sup>	\$842,662	Asset/Equipment Replacement > 12 months	\$106,853
Trading & Fundraising	\$69,577	Maintenance - Buildings/Grounds > 12 months	\$150,000
Travel & Subsistence	\$6,744	<b>Total Financial Commitments</b>	<b>\$2,270,219</b>
Utilities	\$76,478		
<b>Total Operating Expenditure</b>	<b>\$14,102,314</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$627,311</b>		
<b>Asset Acquisitions</b>	<b>\$397,871</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 04 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)

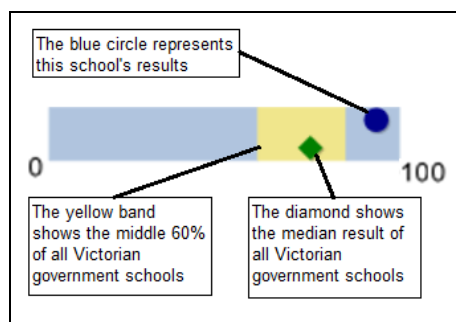
### Engagement

- 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).

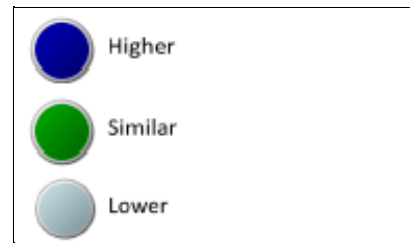


## What does *School Comparison* refer to?

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').