

# 2019 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 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 12 March 2020 at 12:11 PM by Nicholas Adamou (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

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 in 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 community.

The school values "Respect, Excellence, Achievement and Diversity" (READ) are the bedrock of all school activities and are continuously promoted in the wider school community. The majority of the student enrollment is drawn from the northern and western suburbs of Geelong. The school provides for a culturally diverse community. The school has 78.6 (EFT) equivalent full-time teachers; 83 teachers, 4 Principal class and 34.01 EFT Education Support Staff; 39 Educational Support staff.

The current school enrollment is 1071.1 students. In the last 5 years, the school has experienced a steady increase in student numbers and it is now at capacity. The EAL enrollment is 15%, the LBOTE enrollment is 31% . The ATSI enrolment is 4%. In 2019 the refugee enrolment was 11%. The school's socioeconomic band value is low.

NGSC provides an English as Additional Language (EAL) program (withdrawal EAL program) from Year 7 to Year 12, which includes MEA (Multicultural Education Aides) program for ongoing classroom support 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. In 2019 the College employed 0.8 Mental Health Practitioner as part of a DET initiative. 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); ACE Tutors are employed and work with the students qualified for the ACE program. The school implements a Year 7 low class size (average of 23 students per class); employment of a VASSP Field Officer to work with the leadership team building leadership capacity; Small VCE classes in the curriculum areas such Physics, Specialist Mathematics, Accounting, English Literature and German. The school maintains a three sub-school system (Junior, Middle and Senior), including a Leading Teacher and an Attendance Officer/Sub-school Assistant for each sub-school. Each sub-school is overseen by an Assistant Principal. In 2019 the school implemented the DET MYLNS Literacy and Numeracy program for Year 10 students.

In 2019, 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 school provides a Homework Club and the Library is available to students from 8.30 am to 4.30 pm ; an extensive Performing Arts and instrumental music program and Student Leadership programs. The VCAL GAP (Green Action Project) addresses the needs of VCAL kinesthetic students that learn in a more practical environment and care for the environment. The school also continues to provide a full time Breakfast Club, where approximately 160 to 200 students attend on a daily basis.

In 2019, Professional Learning Communities (PLCs) continued to operate providing a structure for targeted professional conversations and staff development.

NGSC prides itself on continuing to addressing student individual needs. We place the student in the centre of everything we do (Curriculum, Extracurricular activities, Engagement & Well-being, Values Education, Student Leadership, Student Agency). 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)**

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 school is a School of Excellence and that is reflected in the demand for a place at the school, the school is at student capacity. The continuous improvement in student outcomes, student contentedness to school and student attendance places NGSC in a good place within the wider community. The school is a "School of Choice" as approximately 84% of the students enrolled live outside the very small school zone.

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 its efforts on key areas that are known to have the greatest impact on school improvement, placing student learning in the centre and tailoring teaching and learning opportunities/programs addressing student needs.

In 2019, 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 a VCAL program tailored to the needs of 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 with the average number of student absence days to be way below the state median. Equity funding also allowed NGSC to build mainstream teacher capacity in teaching EAL/Refugee students through the creation of a position of responsibility (EAL Coordinator).

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/SEAL, engaging/hands-on, Performing Arts and Sporting programs). NGSC students are provided with well-structured pathways; University, TAFE, apprenticeships, sustainable employment and they are heavily supported by a well-resourced 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, focusing on improved student outcomes.

### **Achievement**

North Geelong Secondary College School Strategic Plan (2017 – 2020 SSP) and 2019 Annual Implementation Plan (AIP) were focused on improving teaching & learning aiming at improving student outcomes.

The teacher judgments of student achievement in English and Mathematics were lower than the Median of all Victorian government high schools and below similar 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. Year 7 to 10 student work moderation continues to be the focus and building teacher capacity in consistently assessing student work according to common criteria and assessment rubrics.

The percentage of Year 9 students in the top 3 bands of testing in NAPLAN (scale from Bands 5 -10) in Literacy and in Numeracy is Above like schools. This is a very positive outcome and it indicates that the Literacy and Numeracy strategies and programs in place are working, hence, the improved student outcomes.

The NAPLAN learning gain of students from Years 7 to 9 in Literacy (Reading, Writing, Spelling, Grammar & Punctuation) is as follows: Reading: The distribution in learning gains has improved (High: 26%) more work is needed in moving students from Low to Medium, Writing: The distribution in learning gains has improved (Low: 20%), however, more concerted effort is needed to move students from Medium to High, Spelling: The distribution in learning gains has improved (High: 25%), however more work is needed in moving students from Low to Medium, and Grammar & Punctuation: A focus on moving students from Low to Medium and Medium to High is needed to improve student learning gains,

The NAPLAN Learning gains of students from Years 7 to 9 in Numeracy is as per the state-wide normal distribution (Low: 25%, Medium: 50%, High: 25%). The Mathematics KLA has achieved improved student outcomes though a number of implemented strategies (Consistent assessment rubrics, HITS: feedback & differentiation, updated Year 7 to 10 Course Outlines and Scope and Sequence). The Mathematics KLA will continue to build on the good work to ensure students reach their full potential.

The school's VCE Allstudy mean score is at state mean and it has improved by one point from the previous year. The VCE mean study score is Above like schools.

96% of our students satisfactorily completed their VCE. The Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed is 80% a big improvement from the year before clearly showing a positive trend over the last five years.

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.

## Engagement

In 2019, the student attendance has continued to improve at a level, well below the state mean (average number of absence days in 2019 was 13.8 and the state median was 21.3). In other words the school has performed way higher than the state.

The school's significant investment in the sub-school and wellbeing structure has supported students and families to realize the importance of attending school and the correlation of attendance and improved student outcomes. It has also strengthened the communication between school and home, hence improving the relationships of parents with the school. In 2019 the school continued to build on its strengths ensuring that student engagement continued to improve. This work was aided through the Student Management and Wellbeing structure which included; Junior, Middle and Senior sub-schools; each supported 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 Mental Health Practitioner, Doctors in Schools, a Youth worker, a School Nurse, a Chaplain, Sub-School Assistants/Attendance Officers and a number of external providers such as: The Geelong Project, BCYF).

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 are followed up by the Student Managers or Wellbeing Officers and support is provided to students "at risk".

The student retention, percentage of Year 7 students who remain at the school through to Year 10, is above like schools and is also above the state median. The 4-year average (2016-2019) is also above like schools, and above the state median.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment is below like schools and slightly below the state median. The four year (2016 – 2019) average is slightly above the state median. In 2019 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 four years (student, parents & careers counsellor working together and parents/carers attending a final counselling meeting/session) ensures the right pathway is chosen by the student has contributed to the great improvement in the subject selection and pathways process. In 2019, 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 above like schools and above the state median. The Students Attitudes to School, Management of Bullying, result in 2019, was above like schools and slightly above the above the state median. These are pleasing results reflecting the work performed in the area of Respectful Relationships and School Wide Positive Behaviours (SWPB). These programs together with the implementation of strategies to improve Student Agency (Year Level SRC, School Captains, Sports Houses, iLeaders) will continue to be embedded in the school community enhancing the school culture and ethos that all our students belong irrespective of their diverse backgrounds.

In 2019, the school continued to employ 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 Counsellor working with some of our refugee background students. In Term Four the school employed a 0.8 Mental Health Practitioner ad part of a DET initiative.

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 supported student engagement and well-being.

In 2019 the school continued to provide a Breakfast Program for approximately 160 to 200 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 also continued to be strong in 2019, 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. The school's Human Powered Vehicle (HPV) program continued the tradition and the NGSC HPV teams participated in many competitions including the RACV Energy Breakthrough. This has improved the student engagement and school connectedness to school of our students. Our clearly articulated code of student behavior, respectful relationships, school wide positive behaviors, values education and student high expectations contributed to a stimulating, safe and nurturing teaching and learning environment.

## Financial performance and position

In 2019 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 (Soccer/Football), 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, 3 x sub-schools structure (Junior, Middle and Senior), School First Aid Officer, ES Librarians providing a Library Resources and Support program from 8.30am to 4.30pm non stop.
- Geelong German Network funds

- Community grant to create sensory spaces
- International Student program
- Supported the Capital works/refurbishment of the school
- Local works including; VCAL practical Teaching & Learning space, Performing Arts refurbishment, Technology Wing refurbishment, expansion of the Junior and Middle school Locker Bays

Currently the school is in a healthy financial position.

**For more detailed information regarding our school please visit our website at [www.ngsc.vic.edu.au](http://www.ngsc.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

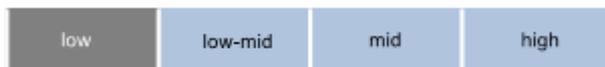
#### Enrolment Profile

A total of 1012 students were enrolled at this school in 2019, 442 female and 570 male.

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



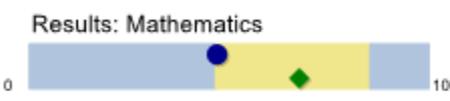
#### School Staff Survey

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

Achievement	Student Outcomes	Similar 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><b>Below</b> </p> <p><b>Below</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above <span style="color: teal; font-weight: bold;">●</span></p> <p>Above <span style="color: teal; font-weight: bold;">●</span></p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
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Achievement	Student Outcomes	Similar 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>37%</td> <td>49%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>49%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	49%	14%	Numeracy	37%	43%	20%	Writing	27%	57%	17%	Spelling	31%	48%	21%	Grammar and Punctuation	38%	49%	14%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
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<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	44%	26%	Numeracy	25%	50%	25%	Writing	22%	58%	20%	Spelling	29%	46%	25%	Grammar and Punctuation	27%	54%	19%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
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<p><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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p><b>Above</b> <span style="color: teal;">●</span></p>																								

Students in 2019 who satisfactorily completed their VCE: **96%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **58%**  
 VET units of competence satisfactorily completed in 2019: **62%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **80%**

## 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

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	93 %	93 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	93 %	93 %	93 %	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: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Above </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: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Below </p>												

## Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$11,203,941	High Yield Investment Account	\$1,639,836
Government Provided DET Grants	\$2,653,929	Official Account	\$289,585
Government Grants Commonwealth	\$25,192	Other Accounts	\$0
Government Grants State	\$20,888	<b>Total Funds Available</b>	<b>\$1,929,420</b>
Revenue Other	\$348,732		
Locally Raised Funds	\$896,447		
<b>Total Operating Revenue</b>	<b>\$15,149,128</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,875,746		
Equity (Catch Up)	\$106,118		
<b>Equity Total</b>	<b>\$1,981,864</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$10,525,044	Operating Reserve	\$602,200
Books & Publications	\$5,947	Other Recurrent Expenditure	\$70,605
Communication Costs	\$71,606	Funds Received in Advance	\$207,797
Consumables	\$376,313	School Based Programs	\$620,639
Miscellaneous Expense <sup>3</sup>	\$1,221,015	Funds for Committees/Shared Arrangements	\$21,643
Professional Development	\$69,297	Asset/Equipment Replacement > 12 months	\$250,000
Property and Equipment Services	\$1,271,991	Maintenance - Buildings/Grounds > 12 months	\$156,537
Salaries & Allowances <sup>4</sup>	\$762,370	<b>Total Financial Commitments</b>	<b>\$1,929,420</b>
Trading & Fundraising	\$123,399		
Travel & Subsistence	\$44,228		
Utilities	\$90,954		
<b>Total Operating Expenditure</b>	<b>\$14,562,164</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$586,963</b>		
<b>Asset Acquisitions</b>	<b>\$233,472</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 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

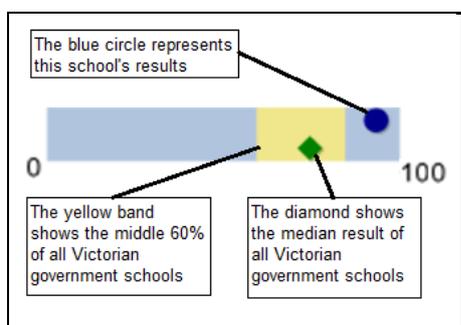
### Engagement

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

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

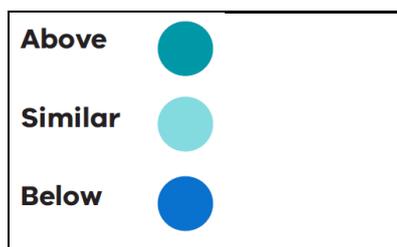


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').