2018 Annual Report to The School Community

School Name: Werribee Secondary College (8465)

- 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 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 26 March 2019 at 11:36 AM by Kurt Butyn (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 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 11 April 2019 at 08:19 AM by Damian Marinaro (School Council President)

About Our School

School context

Werribee Secondary College is a Victorian Department of Education school, and is accredited by the Council of International Schools (CIS), the International Baccalaureate Organisation (IBO) and The Academy of Accredited (TAAS) Schools. Following completion of a rigorous self-study process, the College hosted a visit by a CIS Accreditation Team and was reaccredited by the CIS until 2026.

The College is proud to be the first Victorian government school authorised to offer the International Baccalaureate Diploma Program (IBDP), our first class graduated in 2015. The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

Werribee Secondary College offers students a broad range of studies within the Victorian Certificate of Education (VCE) and offers a high quality Victorian Certificate of Applied Learning (VCAL) program. Within the VCE and VCAL students are also able to study units of Vocational Education and Training (VET).

Werribee Secondary College proudly serves a culturally diverse learning community where students work and socialise together in harmony and with respect. The College attracts overseas full-fee paying students from a number of countries. The College has strong relationships with schools internationally, including Mihara High School (Japan), West Spring Secondary School (Singapore), Newport Harbor High School (USA), Shaanxi Teaching University - High School Affiliate (China) and Gredos San Diego (Spain).

At Werribee Secondary College we strive for success in students' chosen endeavours. The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection. At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

The College offers a high quality education that develops students' skills and competencies and the acquisition of the knowledge needed to meet future challenges. Students may select one of the four languages offered at the College from Year 7: Chinese, Japanese, Italian and Spanish. Students are given opportunities to develop leadership skills and teamwork through the College's wide range of co-curricular programs which include the House and Tutor Group system, extensive Student Leadership Program, Australian Army Cadet Unit, Inter-School Sports, House Competitions, Instrumental Music, Performing Arts, Music Club, Chess Club, Public Speaking and Debating.

Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity.

Framework for Improving Student Outcomes (FISO)

After an extensive review of the AIP and data from 2017 key areas were identified that require strengthening and these are reflected in the College's 2018 Annual Implementation Plan. On the instruction of the schools SEIL a narrow and sharp focus was placed on the following development areas

Building practice excellence (FISO)
Goal 1: Enhance active student engagement in their learning within a differentiated curriculum to stimulate and engage all students
KIS 1: Build practice excellence through the use of the ENGAGE Instructional Model as a planning and reflection tool to refine lesson sequences
KIS 2: Build a collective understanding and consistent measurement of students learning growth to ensure appropriate intervention at the point of need (2018-2019)
KIS 3: Extend Coaching Training and coaching opportunities to support teachers in building capacity in aspects of pedagogical practice.
KIS 4: Build collective pedagogical and leadership capacity through a whole school targeted Professional Learning Program.
KIS 5: Address issues of student engagement and stimulated learning through exploration of IB MYP Curriculum and Pedagogy.

Empowering students and building school pride (FISO)
Goal 2: Improve student connectedness to their peers and the College
KIS 1: Create opportunities to promote student voice and involve students in decision-making about how they can make a difference in their local and global communities.

Summary Goal 1 KIS 1
The school prioritising the ENGAGE Teaching and Learning Cycle as Whole-School PDP goal has ensured that there is a collective focus on capacity building of teachers in relation to HITs which are embedded in ENGAGE. The ENGAGE audit has provided substantive evidence as to the extent that the different phases of the model are reflected in teaching practice across the school. The ENGAGE audit results from systematic classroom observations (PDP reviewers auditing ENGAGE cycle implementation of their PDP reviewees) suggest that the majority of staff are implementing the various phases of the pedagogical model. A critical area of improvement is in the staff endorsement of 'Use of student feedback to improve practice' which has increased significantly from 58.5% to to 62.2% which may reflect the availability of feedback tools such as SurveyMonkey (including access to ENGAGE student feedback surveys) that teachers use to reflect on practice for their whole-school PDP Goal. This positive trend is also reflected in the Student Attitudes to School Survey data in relation to 'Stimulated learning' which increased from 49% to 55% & 'Learning confidence increased from 61% to 65%. Additionally, SRC and student leaders were tasked with engaging the school community to come up with a checklist of what Outstanding Learners should be doing in each stage of the ENGAGE Teaching. This collaborative and interdependent project was very successful and the finished checklist was recently presented to all year levels at specially convened assemblies. It has also been endorsed by the School at College Council level. This true student agency, involving learners making a positive contribution to the school learning community, fits in with the ethos of the school. This creates a reciprocity of teachers and students working together to improve outcomes, with each having clearly articulated responsibilities in the teaching and learning process.

Summary Goal 1 KIS 2
Essential Learning has been identified for all subject areas – knowledge, skills and understandings are made clear on the Werribee Secondary College unit plans and curriculum documentation used to plan yearly curriculum for cohorts. This information is available to relevant faculty staff in the relevant Faculty OneNote or OneDrive. All faculties have used the Victorian Curriculum as the basis for identifying their essential learning as evidenced in their curriculum documents. Essential Learning Progression Charts are in progress for a number of faculties and have been refined and finished in History and English. This goal was always a preparatory goal for 2018 to prepare staff for 2019, hence this will be continued in the AIP 2019 as part of our process of addressing a Guaranteed and Viable Curriculum.

Summary Goal 1 KIS 3

It is estimated that approximately 25 teachers have received some Coaching Support through the course of 2018. The informal feedback from teachers receiving coaching support has been very positive and are finding that coaching support has deepened their reflective practice, provided clarity and the confidence to take risks and trial new approaches. Access to Coaching Support may have contributed to an increase in staff endorsement of 'School Level Support' for Professional Learning with has increased from 42.3% to 48.4%; 'Discuss Problems of Practice' which has increased from 55.4% to 61.4%; Interest in improving practice increased from 69.2% to 73.7%. Additionally, as mentioned in KIS1, teacher endorsement of 'seek feedback to improve practice' improved from 46.2% to 48.%. The overall positive trend indicates a gradual shift in culture whereby more teachers are willing to seek the support within the school to work on improving professional practice in a safe and supportive environment.

Summary Goal 1 KIS 4
Prioritising of a whole-school Staff Development Program as a KIS and through the PDP Goals has ensured a collective focus on building pedagogical capacity of or Leadership Team and teacher capacity in relation to key pedagogical frameworks of ENGAGE, Differentiation and 21st Century Learning Design. The Staff Survey results reflect an increased endorsement of 'Applicability of Professional Learning' from 52% to 55.8%. All new teachers to the College have been required to participate in the ENGAGE SD Program to build their capacity in relation to Werribee Secondary College's homegrown pedagogical model. Student Attitudes to School Survey Data demonstrates an increase in 'Differentiate Learning and challenge' from 51% to 54%.
The evidence from collaborative planning and delivery of the Staff Development Sessions by teams of Leading Teachers, demonstrates a significant shift in the building of instructional leadership capacity across the entire Leadership Team.

Summary Goal 1 KIS 5
After an investigation of the MYP pathway, the decision was made by the school not to proceed with a feasibility, study but rather to include elements of the MYP within the school pedagogy and curriculum. Despite this the partnership between WSC and Alamanda school has continued to grow. The transition for the year 10 IBLP has been improved and sharing of best practice across the two schools has taken place more formally this year.

Summary Goal 2 KIS 1
The many oportunities provided for student voice / students actively participating in decision making to make a difference, have led to the have Students attitudes to School survey to yield a School Connectedness – Sense of Belonging response to increase by 4%, to 55%, exceeding the 2018 target by 2%. (1% from meeting the 2019 target). This exciting work will continue to be built on in 2019.

Achievement

Werribee Secondary College offers students the choice of three senior school certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College students graduate at the end of Year 12 with excellent results.

The College's four-year average VCE results show that the College is outperforming the median of all Victorian Government Schools. In 2018, the College's mean VCE Study Score was 30.7 which was above the state median of 27.1. Overall WSC's VCE achievement mean study score (2018 and 4 year average) has been classified as similar to comparable schools.
The College is committed to further enhancing the international experiences of its students. . In 2018: Thirty three percent of the 2018 cohort attained ATAR's of 90 or more and the Median ATAR for all students was 88.95

From 2014 to 2018: There have been five cohorts of students at WSC that have completed Year 12 IB.Thirty five percent of these students have attained ATAR's of 90 or over and the median ATAR has been 84.65 The College's VCAL students achieved a completion rate of 92% in 2018.

Year 7 NAPLAN achievement data is strong in Reading and Numeracy (the % of students in top 3 bands) with school median outperforming the median for other Government schools. Significant numbers of high-achieving students successfully gain entry to Year 9 at one of Victoria's four selective schools, and is reflected in the College's Year 9 NAPLAN achievement data. Year 9 students' 2018 NAPLAN Numeracy data indicates that the College's students are achieving above the state median, but at levels similar to comparable schools (with alike student backgrounds and characteristics); this is also the case for the four-year average. The four-year average performance of Year 9 students in NAPLAN Reading are also similar to comparable schools. Year 9 students' NAPLAN data for Reading in 2018 indicates WSC students are achieving above the state median. NAPLAN year 7 to 9 learning gain is most prevalent in Writing where 35% of students experienced high growth.

Levels of parent satisfaction (percent endorsement – agree/strongly agree) are similar to the median of all Victorian government schools. Teacher judgement of student achievements in English are slightly higher but are classified as similar to like schools. Teacher judgements in Mathematics (Year levels 7-10) are classified as lower compared with other Government schools. For Mathematics student levels are generated by achievement on assessments based on Vic Curriculum achievement levels, which makes them relevant and accurate.

School Climate, as reported in the School Staff Survey (Percent endorsement – agree/strongly agree) is slightly higher when compared to the median of all Government Secondary schools

Engagement

Three sets of data are used to monitor students' engagement with school: Student Absence, Student Retention and Students Exit Destinations.

The College maintains a register of student attendance for each of the six periods per day and publishes each student's absence data online for parents via compass. Student absence rates are below the median of all Victorian government schools are similar to comparable schools. The consitancy across the college with regard to student absence is highlighted when all year levels had an individual attendance rate of 94%. College staff will continue to record student attendance every period of the day and intervene to address issues where students who have a record of low attendance. In 2019 SMS will continue be sent out to parents to inform them that their child is not present for lessons which may further enhance attendance rates and may give us more data on lesson attendance.

As an educational institution we lose a much higher rate of students when compared to other schools due to significant number of students gaining a place at one of Victoria's Selective Schools at the end of Year 8 and at other levels. This occurrence significantly impacts on the measure of the College's Year 7 to 10 retention rate for 2018 and in the four-year average. Discounting this factor, the retention rate for students at Werribee Secondary College is similar to other comparable schools. Once places at the school become available we 'backfill' the places with students that are on our extensive waiting list.

When students leave Werribee Secondary College between Years 10 and 12, the percentage of students entering further study or full-time employment indicates that we achive greater than the state median and that the College is performing at a similar level to comparable schools. Our Year 12 VCAL students experienced positive outcomes: tertiary studies, training or employment.

The College is committed to ensuring that all students who exit the College prior to completing Year 12 have a pathway plan that leads to positive outcomes.

Wellbeing

Two sets of data are used to monitor student wellbeing: 'Sense of Connectedness' and 'Management of Bullying', both of which are measured in the annual Student Attitudes to School Survey.

Student 'Sense of Connectedness' (percent endorsement – agree/strongly agree) in 2018 are above the state median of Victorian government schools and are similar when comparing to comparable schools. Improving upon 2017 data in this area was a priority priority at the college in 2018. The school addressed this in the 2018 AIP where 'Improving student Connectedness to their peers and the college' is one of the two school goals. The measures put in place appear to have been successful in tackling this key issue at the school.

Similarly, students report that 'management of bullying' (percent endorsement – agree/strongly agree) in 2018 are above the state median of Victorian government schools and are similar when comparing to comparable schools. This is an improvement on the 2017 data set

The school has numerous primary prevention wellbeing programs in place; Senior School Supportive Friends, Year 10 Pastoral Leadership elective, Salvation Army Breakfast Club and VICSEG Scholarship Program (for refugee students) are some examples. Furthermore, in the HHR curriculum, we have embedded respectful relationships, rights and responsibilities in regard to relationships, friendships, being online, sexual health, mental health, gender and domestic violence. At Year 7, the HHR program covers; respectful relationships, cyber sense, cyber bullying and a 'Beating the Bully' assessment task. At year 9 the HHR program covers; relationships, cyber sense, respectful relationships and sexual assault. At Year 10, the HHR program covers; mental health, sex, gender, domestic violence and sexual education. These topics cover aspects of bullying and behaviours that lead to bullying, what it looks like and how to be more respectful.

The College's House and Tutor Group systems are aligned with the College's values and have a wellbeing focus. The College has a vibrant co-curricular program that provides opportunities for student leadership and engagement.

The College has a number of highly successful student leadership programs including:
•   Senior School Leadership, involves College Captains, College Vice-Captains, House Captains and House Vice-Captains; in 2016, House Vice-Captains were also appointed at Years 8, 9 and Year 10
•   The Senior Supportive Friends Program, enables senior students to look out for one another
•   The High Resolves (Global Citizenship) Program, involves students from Years 8, 9 and 10
•   The Australian Army Cadet Unit
•   Student Leaders running a 'Pop - Up School' in the Wyndham Festival of Learning
•   Committees that are functioning in the school include; Student activities Committee, Social Awareness Committee, SRC (part of Wyndham Youth Forum running a Healthy School project), Gay-Straight Alliance and the Yr 12 Formal Committee.

The extensive range of co-curricular programs available to students gives them opportunities to develop their connectedness to peers and staff and to the College more generally. Students are exposed to a number of pro-active programs designed to improve their general wellbeing and encourage positive lifestyle choices, via Tutor Groups and in their Health and Human Relations and Physical Education programs.

The specific wellbeing needs of students are supported through the work of Sub-School Teams (Years 7 & 8, Years 9 & 10 and Years 11 & 12). The College employs one full time and two part-time Student Wellbeing Co-ordinators who support students in close co-operation with the Sub-School Teams.

The College's comprehensive Student Management Systems and the Online Portals enable parents to monitor the indicators of student wellbeing and academic achievement and to intervene, as appropriate.

Financial performance and position

During 2018 the College completed the final stage of its 3-stage rebuilding project which commenced in 2005. The final part of stage 3 was the extension of the existing 2-storey building to include classrooms for Mathematics, Humanities as well as facilities to bring the Junior and Middle school sub school teams, together with their relevant student welfare counsellors.

This building program utilised grants provided by the Department of Education and Training (DET). Additionally, spending was undertaken by the College on Property Services and Furniture and Equipment in order to outfit the new buildings.

The college has used funds to install interactive Projectors in the new classrooms and to replace many older ones in existing classrooms.

Werribee Secondary College Council set a conservative cash budget which was overseen by the Finance subcommittee of School Council. This allowed for predictability and encouraged responsible spending based on forward planning. Our goal is to maintain prudent and effective financial planning which allows the curriculum to be well funded and facilities to be well maintained.

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 1537 students were enrolled at this school in 2018, 762 female and 775 male.

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

Overall Socio-Economic Profile

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

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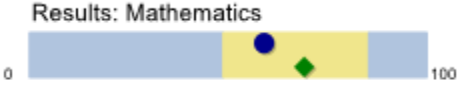
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
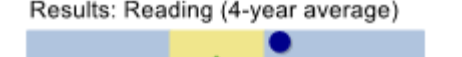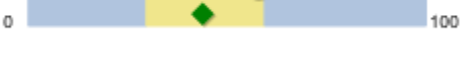
Performance Summary

Achievement	Student Outcomes	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 Results: Mathematics 	

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
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)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar

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
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** 21% Low / 49% Medium / 30% High **Numeracy** 29% Low / 42% Medium / 29% High **Writing** 26% Low / 49% Medium / 25% High **Spelling** 19% Low / 53% Medium / 29% High **Grammar and Punctuation** 28% Low / 43% Medium / 29% High	NAPLAN Learning Gain does not require a School Comparison.
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** 23% Low / 47% Medium / 30% High **Numeracy** 25% Low / 48% Medium / 27% High **Writing** 19% Low / 46% Medium / 35% High **Spelling** 27% Low / 51% Medium / 22% High **Grammar and Punctuation** 25% Low / 48% Medium / 26% High	NAPLAN Learning Gain does not require a School Comparison.
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: 2018 (scale 0–50) Results: 2015 - 2018 (4-year average) (scale 0–50)	● Similar ● Similar

Students in 2018 who satisfactorily completed their VCE: 94%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 25%
VET units of competence satisfactorily completed in 2018: 81%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 92%

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
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 **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) Few absences <------> Many absences	Similar Similar

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94 %	94 %	94 %	94 %	94 %	94 %

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 Results: 2015 - 2018 (4-year average)	Lower Lower
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: 2018 Results: 2015 - 2018 (4-year average)	Similar Similar

Performance Summary

Wellbeing	Student Outcomes	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: 2018 0 ──────── 100 Results: 2017 - 2018 (2-year average) 0 ──────── 100	● Similar ● 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: 2018 0 ──────── 100 Results: 2017 - 2018 (2-year average) 0 ──────── 100	● Similar ● Similar

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$12,802,370
Government Provided DET Grants	$2,398,901
Government Grants Commonwealth	$9,725
Government Grants State	$67,813
Revenue Other	$564,932
Locally Raised Funds	$753,909
Total Operating Revenue	**$16,597,651**

Equity[1]	
Equity[1]	
Equity (Social Disadvantage)	$208,137
Equity (Catch Up)	$85,425
Equity Total	**$293,562**

Expenditure	
Expenditure	
Student Resource Package[2]	$13,021,174
Books & Publications	$129
Communication Costs	$103,614
Consumables	$348,798
Miscellaneous Expense[3]	$1,226,827
Professional Development	$70,039
Property and Equipment Services	$727,676
Salaries & Allowances[4]	$745,855
Trading & Fundraising	$305,468
Utilities	$167,965
Total Operating Expenditure	**$16,717,544**
Net Operating Surplus/-Deficit	**($119,893)**
Asset Acquisitions	**$40,328**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$3,165,304
Official Account	$262,953
Other Accounts	$2,397,317
Total Funds Available	**$5,825,574**

Financial Commitments	
Financial Commitments	
Operating Reserve	$605,373
Funds Received in Advance	$449,513
School Based Programs	$2,057,273
Beneficiary/Memorial Accounts	$797,415
Repayable to the Department	$350,000
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$1,466,000
Total Financial Commitments	**$5,825,574**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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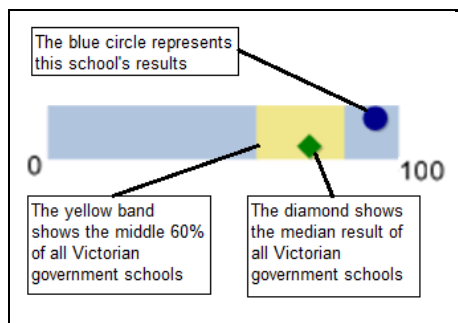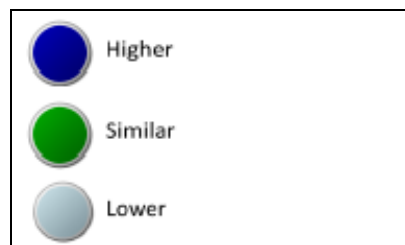

What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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