

# 2019 Annual Report to The School Community



School Name: Werribee Secondary College (8465)



WERRIBEE SECONDARY COLLEGE

- 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 09 April 2020 at 02:28 PM by Amanda Mullins (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.

Attested on 16 April 2020 at 04:14 PM 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 an 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 2018 key areas were identified that require strengthening and these are reflected in the College's 2019 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 relating to the explicit teaching of subject-specific literacy through the ENGAGE Instructional Model.

A whole school PDP goal was adopted in 2019 that required teachers to develop and refine a sequence of lessons focusing on building subject specific academic vocabulary into teaching using WSC's ENGAGE Instructional Model. Furthermore, Literacy Leader/s worked with staff and provided professional learning to staff on how student literacy data could be used to effectively target pedagogy and improve reading and writing growth. Many Faculty Heads also adopted a subject specific literacy goal for one of their faculty goals in a community effort to improve student reading and writing growth. Staff also engaged in reciprocal observations of Reviewer and Reviewee lessons to see ENGAGE success criteria and Evaluate/Review. Results from this audit overwhelmingly demonstrated that these areas were now embedded into lessons at WSC.

KIS 2: Further develop on the established work on Guaranteed and Viable curriculum by building a collective understanding and consistent measurement of students learning growth to ensure appropriate intervention at the point of need

In 2019 the school continued its mission to having a Guaranteed and Viable Curriculum. Key steps the school took to fulfil this aim included identifying and refining essential learning (knowledge, understanding, skills) at each level using documented curriculum (informed by Victorian Curriculum Standards) to develop subject specific. The faculties in the College also developed and refined Essential Learning Progression Charts or Rubrics in order, to implement consistent measures to track and monitor student growth. Furthermore, staff also developed and embedded the use of the MYP Command Words across Years 7 to 10. The College also embarked on an investigation into the PLC Structure and participated in the initial training as provided by the DET. This involved 8 leaders, including the Principal, attending 8 professional learning workshops across 2019, with the aim of implementing a PLC structure in the school for 2020.

KIS 3: Extend Coaching Training and coaching opportunities to support teachers in building capacity in aspects of pedagogical practice.

In 2019 the WSC Coaching team refined the processes and practices in relation to coaching for quality assurance. Coaching was promoted to all staff via various means and coaches were paired with teachers, who wished to be coached to improve their capacity. In addition all new teachers to the College, as part of the induction process participated in coaching focusing on the ENGAGE instructional model. In summary approx. 25 staff received coaching support across 2019 and feedback gathered indicated that staff found this a valuable and differentiated professional learning experience.

KIS 4: Build collective pedagogical and leadership capacity through a whole school targeted Professional Learning Program.

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 the Leadership Team and teacher capacity in relation to key pedagogical frameworks of ENGAGE, Differentiation and 21st Century Learning Design. All new teachers to the College have been required to participate in the ENGAGE Staff Development Program to build their capacity in relation to Werribee Secondary College's homegrown pedagogical model. The evidence from collaborative planning and delivery and evaluation 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.

KIS 5: Continue to build upon student engagement and stimulated learning through the development of a range of student centered curriculum programs such as: IB Link and CAA Elective are designed using IB learner profile and 21CLD in specific programs

The year 10 Werribee Industry Pathways Program (WIPS), a preparatory VCAL course for selected students was established, delivered and evaluated in 2019. Feedback and achievements from this program demonstrated that the program was very successful in catering for the diverse learning needs of this cohort. The College also further strengthened its collaboration and partnership with Alamanda P-9 College with regard to the IB Link program, which continues to thrive at the college. This program was refined and further developed in 2019, in an ongoing effort to improve student outcomes, using the IB learner profile as its template, to prepare students for the IB Diploma. The new year 10 Elective titled Creative Action & Advocacy was also launched to promote authentic, real-life student-directed learning.

Empowering students and building school pride (FISO)

Goal 2: Improve student connectedness to their peers and the College

KIS 1: Continue to develop opportunities to promote student voice and involve students in decision-making about how they can make a difference in their local and global communities

The Student Life Program was further developed to facilitate the delivery of the Respectful Relationships curriculum as well as Social and Emotional Learning. The Student Voice Team continued to develop procedures for maintaining quality assurance throughout the delivery of this program, including systematic lesson observations. Peer Support training was introduced to the Student Leadership Advocacy Group in relation to supporting in their cultural integration and Year 7 Buddy Leaders in relation to the transition from primary to secondary school. Celebration weeks within the school calendar continued to be scheduled to coincide with International Days, as listed by the United Nations website.

KIS 2: Reflect on current classroom management strategies in the college with the aim to establish a new classroom management model which includes elements of Berry Street, Calmer Classrooms and School Wide Positive Behaviours Support (SWPBS)

In 2019 a professional learning to all staff outlining the philosophies of Berry Street and Calmer Classrooms was administered. Furthermore, all new or returning staff, as part of the induction process undertook an intensive orientation and trial of classroom management strategies. In addition, Professional development was provided to key staff in the understanding and delivery of best practice of positive behaviour management.

## 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 graduated 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 2019, the College's mean VCE Study Score was 30.9 which was above the state median of 27.3. Overall WSC's VCE achievement mean study score (2019 and 4 year average) has been classified as 'above' to comparable schools. In the IB Diploma 5 students gained IB scores of above 34, 4 students achieved scores between 29-33, 3 students between 24-32 and 4 students less than 24. The College's VCAL students achieved a completion rate of 82% in 2019.

Year 7 NAPLAN achievement data is strong in Reading and Numeracy with school median strongly 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' 2019 NAPLAN Numeracy data indicates that the College's students are achieving above the state median and at levels above comparable schools (with alike student backgrounds and characteristics); this is also the case for the four-year average. The four-year average performance and the 2019 data of Year 9 students in NAPLAN Reading are also 'above' comparable schools. Year 9 students' NAPLAN data for 2019 indicates WSC students are achieving increased high growth (statewide distribution of learning gain) for all of the year 9 NAPLAN domains.

Levels of parent satisfaction (percent endorsement – agree/strongly agree) are above 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 'below' when 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 therefore classified as 'above' to comparable schools. The 'above' classification indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. The average attendance rate across all year levels for the college was 93%. 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.

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 2019 and in the four-year average. Discounting this factor, the retention rate for students at Werribee Secondary College is similar to other comparable schools.

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 achieve greater than the state median and that the College is performing at 'above' the 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

Student 'Sense of Connectedness' (percent endorsement – agree/strongly agree) in 2019 are comparable the state median of Victorian government schools.

Similarly, students report that 'management of bullying' (percent endorsement – agree/strongly agree) is comparable to the school state mean (3 year average).

The school has numerous primary prevention wellbeing programs in place; Senior School Supportive Friends, Year 10 Pastoral Leadership elective, Breakfast Club and VICSEG Scholarship Program (for refugee students) are some examples. Furthermore, in the HHR and Respectful Relationship 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. In addition to the above measures we have a triage structure within the wellbeing team to ensure all students are provided with the supports that they need

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; 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 Australian Army Cadet Unit
- 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), 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 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 three full 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

2019 has been a very productive year with the new building completion of the E Wing Development. In addition to the regular grants received from Department of Education, the College also received Equity funds to address NAPLAN "Catch up" and social disadvantage issues. Additional staff appointed to student Health and Wellbeing as well as further developing the College's literacy targets. Funds were also used to run school programs and undertake routine maintenance of buildings and facilities. The balance of funds reflected in the surplus are anticipated to be spent in 2020 with an additional expansion of our Building projects.

Significant spending was undertaken by the College in Furniture and Equipment to endeavour to insure that all students are catered for in new classrooms. The college spent additional funds on Information Technology additional personnel were appointed and infrastructure and software upgrades made. Werribee Secondary College Council finalises the Cash Budget once enrolments have been confirmed. This is monitored on a monthly basis by the College Council to ensure that Heads of Faculty have sufficient funds and are spending appropriately. Funding is also allocated to maintaining facilities. Significant spending was undertaken by the College in Property Services and Furniture and Equipment in line with the completion of these new buildings. The college has also spent additional funds in improving our IT facilities by installing and updating Data Projectors in several classrooms to facilitate flexibility in classroom delivery.

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 the prudent and effective financial planning in monitoring what the college has developed over many years which facilitates stability in the planning by staff and implementation of curriculum through

program budgets. This does allow Werribee Secondary College to keep our facilities well maintained and Air conditioning in every classroom.

## 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 1534 students were enrolled at this school in 2019, 762 female and 772 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



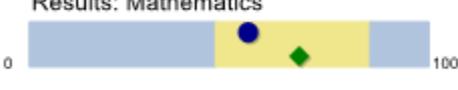
#### School Staff Survey

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

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



## Performance Summary

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>Similar</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>

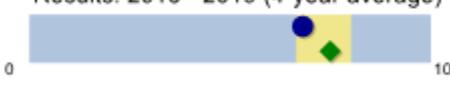
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 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 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>		<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>
<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>		<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>
<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><b>Above</b> <span style="color: teal;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **94%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **30%**  
 VET units of competence satisfactorily completed in 2019: **67%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **82%**

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 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>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</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>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	93 %	93 %	94 %	91 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
94 %	92 %	93 %	93 %	94 %	91 %										
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below </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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </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

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>Below</b> <span style="color: blue; font-size: 24px;">●</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>Below</b> <span style="color: blue; font-size: 24px;">●</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	\$13,272,228	High Yield Investment Account	\$4,733,615
Government Provided DET Grants	\$2,029,092	Official Account	\$229,983
Revenue Other	\$549,763	Other Accounts	\$1,917,455
Locally Raised Funds	\$1,975,480	<b>Total Funds Available</b>	<b>\$6,881,053</b>
<b>Total Operating Revenue</b>	<b>\$17,826,563</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$230,666		
Equity (Catch Up)	\$57,763		
<b>Equity Total</b>	<b>\$288,430</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$13,912,544	Operating Reserve	\$534,048
Books & Publications	\$0	Funds Received in Advance	\$629,682
Communication Costs	\$51,445	School Based Programs	\$323,351
Consumables	\$406,635	Beneficiary/Memorial Accounts	\$813,000
Miscellaneous Expense <sup>3</sup>	\$1,117,095	Repayable to the Department	\$680,000
Professional Development	\$95,605	Asset/Equipment Replacement < 12 months	\$300,000
Property and Equipment Services	\$464,207	Capital - Buildings/Grounds < 12 months	\$4,135,020
Salaries & Allowances <sup>4</sup>	\$747,570	<b>Total Financial Commitments</b>	<b>\$7,415,101</b>
Trading & Fundraising	\$231,804		
Utilities	\$157,110		
<b>Total Operating Expenditure</b>	<b>\$17,184,015</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$642,548</b>		
<b>Asset Acquisitions</b>	<b>\$5,075</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)

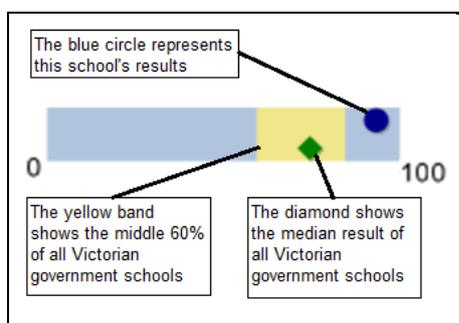
### Engagement

- 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').