

2018 Annual Report to The School Community



School Name: Boort District P-12 School (8882)



- 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 21 March 2019 at 04:42 PM by Lee-Anne Sherwell
(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 22 April 2019 at 07:01 PM by Tanya Maher-Toose
(School Council President)

About Our School

School context

Boort District P-12 School is located approximately 100km North West of Bendigo. The school had a student enrolment of 222 in 2018. The school builds on the strong academic results of both senior and junior students and enjoys strong community support.

The school draws students from a wide geographic area with many coming from farms. Victorian Curriculum operates across P-10 and literacy programs support students in the early years. The school maintains a broad curriculum in the later years with VCE, VET and VCAL offered to students from Years 10-12. This is possible as Boort District School is a member of the North Central Cluster Network, which provides the majority of VET and VCAL subjects at the Trade Training Centre in Charlton. Cluster schools work cooperatively in sharing video conferencing for VCE subjects, which ensures a comprehensive range of VCE subjects that cater for all students. The school also access the Distance Education Centre, the Victorian School of Languages and the video conferencing sector of Bendigo Senior Secondary College to expand the subject offerings of our Secondary students.

Boort District P-12 School had a Full-time equivalent teaching staff of 22.4 and 5.9 Education Support Staff. It was expected, through analysing trend data, that numbers would decline slowly over the next two or three years then plateau around 200 students. An unexpected influx of families to Boort has seen our numbers increase for 2018 to 222. This number also includes a small number of students from Pyramid Hill College starting Year 11. An Early Intervention programme operates in Year 1 targeting students in need of Literacy support as well as the introduction of a reading programme aimed at Years 3-9 (MacqLit). Financial stability, as well as the addition of a PSD funded student in 2018, enabled to employment of two extra Education Support staff..

Vision Statement

Our vision is to empower our students and staff to work together to become active and valued community members. We provide a safe and supportive learning environment, which fosters independent, resilient lifelong learners.

Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school's Child Safety Code of Conduct is available on the school's website.

Beliefs and Values

- Thinking creatively and independently.
- Acting with integrity and honesty.
- Showing tolerance and respect for others.
- Displaying a sense of fairness.
- Acting in a safe and respectable manner.
- Pursuing excellence in all areas.
- Developing resilience within individuals

This statement was under review in 2018. This will be finalised in 2019.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

- Following on from our school review and a new Strategic Plan in 2016, 2018 saw the focus on developing whole school, sustainable improvement in teaching practice through Years F-12. Areas such as continued curriculum planning / instructional model implementation, differentiation, use of High Impact Teaching Strategies and whole school moderation, followed through from 2017, while data analysis skill development was highlighted. A whole school professional learning day was held in August 2018 focussing on use of data within teacher practice - this was run by EAL, Marita Eddy.

- A Learning Specialist position with a Literacy (Spelling) focus, accessed the "Smart Spelling" program, delivered PD through mentoring and evaluated the impact of this focus across 2018. Our NAPLAN median was

below state level in Spelling and Writing. Initial data showed great improvement for 95% of students in Years 1-6 using the Spelling program. Moderation professional development focused on using NAPLAN assessment criteria for moderating writing (within our own school and across cluster schools). Cross marking with other schools occurs in a few VCE subjects and we have two VCE exam assessors - Susan Gould (English) and Merryn Rees (Health and Human Development).

- Training and implementation of the MacqLit intervention Reading program occurred in Semester Two of 2018. This program started with Year 7 and Year 6. It will move into Years 3 and 4 in 2019.
- Promoting and developing leadership eg First Aid, Positions Of Responsibility, chairing and minuting meetings, Merit and Protection

Empowering students and building school pride

- A continued focus on student voice allowed improved delivery of a differentiated curriculum. The start of the DET initiative for students on School Council is not new to our school and continued with school captains as Council members in 2018. Our work in the review of the school visions and values (led by Leading Teacher, Adrian Grogan) saw all stakeholders asked for input into the review of current vision and values. While we hoped this work would be finished, it still has some work to go
- Reducing long-term absences and habitual non-attenders will continue to be an area of development, using a range of face-to-face, phone and digital communication to reduce these. This is discussed in the Engagement focus area below.

Parents and carers as partners

- Improved and increased communication between school and home continued. 2018 saw the formation of a formal Communication Action Plan to document what is communicated, how it can be communicated and who is responsible for this. The introduction of Xuno as a tool to communicate was delayed due to timetable issues but will be fully implemented in 2019. We used the Xuno system in Semester 2 of 2018 to record attendance and send SMS messages to families regarding absence.
- Parent and community partnerships, especially with Welfare / Health groups, was identified as an area for focus in 2017 and was explored further in 2018 with the delivery of professional services, at school, expected to start in 2019 (in partnership with Northern District Health Service) . The Maternal and Child Health Nurse program and Early Years education have been identified as being important links to develop in regard to student learning in our school.

Achievement

Primary area - Both Literacy and Numeracy for Years 3 and 5 have suffered a loss of performance. Most notably is the drop in the Year 3 cohort in Reading. This will lead to a further implementation of the MacqLit reading programme in 2019 for Years 3 and 4 students. This programme was implemented in 2018 for the Year 5, 6 and 7 students and we can see the impact this has had on the reading level for Year 5 in NAPLAN. The performance result is still slightly lower than like schools but is within the 60% performance. Learning gain in Reading, Grammar and Numeracy for Years 3 to 5 showed a jump in middle band performance. Spelling and writing had equal performance in middle and low band - we want to reduce the number of students in the low band. The implementation of the SMART Spelling program occurred during Term 2 of 2018. Learning Specialist (Sarah Featherby) has ensured all Primary staff (and one Secondary staff member) are trained in this program. Regular meetings occur to ensure consistent delivery. Data collected has shown good improvement for 95% of students since the program began. NAPLAN results will not be impacted until 2019.

Secondary students continue to perform well in NAPLAN in both Reading and Numeracy with the Year 9 students performing very well. Learning gain across all areas of NAPLAN between Years 7 and 9 shows great increase in middle band and some in high band. The area of writing is still a struggle area but is slowly showing improvement. Further concentration on explicit teaching of writing for all Key Learning Areas as well as moderation (cross marking) with other classes and other schools will see further improvement in teacher practice and student outcomes.

VCE results continue to show above average study scores. The state-wide mean (including government and non-government schools) is set at 30 and we are sitting at 31 or 32. 82% of all Victorian Certificate of Applied Learning units were completed successfully and our Vocational Education and Training numbers continue to rise.

Engagement

Absence and attendance data for the primary area has improved slightly with the average number of days absent being 13.2 days, below the state average of 15.1. Attendance rates for all year levels within the Primary sector is over 90%. Within the Secondary sector, days absent have increased slightly from 2017 to 19.3 but is still below the state average of 20.6. These figures increased in some way due to a couple of non-attenders in 2018. Work with families around flexible learning options for these students, as well as contact from Home Group teachers, has seen these students improve attendance. The introduction of Xuno (student management system) and the SMS messages to all families each day has seen more accurate recording of attendance data.

The full implementation of the Xuno suite in 2019 will see student and family engagement with more timely feedback and up to date attendance and timetable information. This system will also allow families to see NAPLAN and Victorian Curriculum progression points easier, to enable tracking of student progress.

For those students who exited the school before completion of Year 12, we had 100% transition into further study or employment (apprenticeships or full time work).

Wellbeing

The Student Attitude to School Surveys for both Primary and Secondary areas showed well above average results for school connectedness and management of bullying. This has put both sectors in the 'higher than like schools' category for trend data. A lot of work has gone into the explicit teaching of Respectful Relationships in order to explain positive and effective relationship dynamics. This has had a positive impact on the understanding of bullying and the development of resilience strategies for students.

Due to increasing difficulties in getting Student Support Services Officers to school, the Wellbeing Coordinator began discussions with Northern District Health regarding availability of a Social Worker to come to school for a day a week (or part thereof) to work with students. These discussions were progressing towards a positive conclusion at the end of 2018. 2019 should see a regular staff member at school to help with student issues. We are also hopeful of more direct support from Psychologists and Speech workers in 2019.

Financial performance and position

The surplus indicated on the financial report will be due to a few factors – grants that have come into the school (\$10,00 for Bushfire maintenance, Sport grant funding and School Improvement Partnership funding). We need to consider maintenance works of painting, occupational health and safety, and replacement of air conditioners as a priority for the coming year. We also have reserve money for electrician and plumbing bills expected. There is an Operating Reserve amount of \$104,793 (as per DET guidelines). Careful spending also saw us with enough in the credit side of the budget to increase our staffing by adding two Education Support Staff in 2018.

These staff were used for classroom assistance. Equity funding – credit side has been used to supplement our Early Intervention staff member, while on the cash side Equity funding was spent on training of two staff in the MacqLit Intervention Reading program. In 2019, extra hours will be put into this reading program to support the Years 3 and 4 students, as our NAPLAN data is suggesting help is needed in this area.

Committed funds shows balances in accounts due to conscientiously fundraising to provide and install a new irrigation system to improve the surrounds of the school, and assist with at-risk bush fire safety. This will be a significant cost in capital building and grounds works. Other areas of fundraising have been with Parents Club and Student Representative Council. A 'replacement' fund has also been established to counter the growing need for consideration of replacing equipment, vehicles and technical items.

For more detailed information regarding our school please visit our website at




<https://www.boortds.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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

School Profile

Enrolment Profile

A total of 223 students were enrolled at this school in 2018, 110 female and 113 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey




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





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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

(Primary Year Levels)




Performance Summary





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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>33%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>60%</td> <td>40%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>53%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	60%	13%	Numeracy	47%	47%	7%	Writing	60%	33%	7%	Spelling	60%	40%	-	Grammar and Punctuation	40%	53%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	60%	13%																							
Numeracy	47%	47%	7%																							
Writing	60%	33%	7%																							
Spelling	60%	40%	-																							
Grammar and Punctuation	40%	53%	7%																							

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="533 909 1007 999"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	94 %	95 %	93 %	94 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	94 %	94 %	95 %	93 %	94 %	93 %										

(Primary Year Levels)




Performance Summary

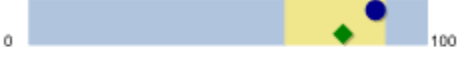



Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Higher</p>

(Secondary Year Levels)




Performance Summary






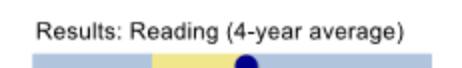

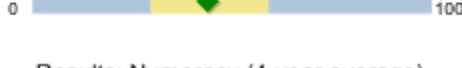




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>

(Secondary Year Levels)

Performance Summary

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













Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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>● Similar</p> <p>● Similar</p>

Students in 2018 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **17%**
 VET units of competence satisfactorily completed in 2018: **74%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **82%**

(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>86 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	86 %	91 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	86 %	91 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,975,180	High Yield Investment Account	\$71,686
Government Provided DET Grants	\$424,619	Official Account	\$9,263
Government Grants Commonwealth	\$4,400	Other Accounts	\$391,951
Government Grants State	\$24,389	Total Funds Available	\$472,899
Revenue Other	\$80,331		
Locally Raised Funds	\$201,243		
Total Operating Revenue	\$3,710,162		
Equity¹			
Equity (Social Disadvantage)	\$13,749		
Equity (Catch Up)	\$2,338		
Equity Total	\$16,087		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,886,987	Operating Reserve	\$104,793
Books & Publications	\$4,496	Other Recurrent Expenditure	\$1,780
Communication Costs	\$7,468	Funds Received in Advance	\$27,118
Consumables	\$95,129	School Based Programs	\$161,773
Miscellaneous Expense ³	\$177,245	Beneficiary/Memorial Accounts	\$10,567
Professional Development	\$15,372	Funds for Committees/Shared Arrangements	\$35,937
Property and Equipment Services	\$192,528	Asset/Equipment Replacement < 12 months	\$6,000
Salaries & Allowances ⁴	\$104,705	Capital - Buildings/Grounds < 12 months	\$50,000
Trading & Fundraising	\$40,388	Maintenance - Buildings/Grounds < 12 months	\$50,000
Travel & Subsistence	\$4,974	Asset/Equipment Replacement > 12 months	\$25,000
Utilities	\$34,412	Total Financial Commitments	\$472,968
Total Operating Expenditure	\$3,563,704		
Net Operating Surplus/-Deficit	\$146,458		
Asset Acquisitions	\$0		

- (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)

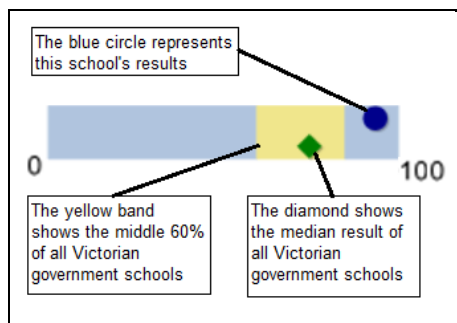
Engagement

- 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).

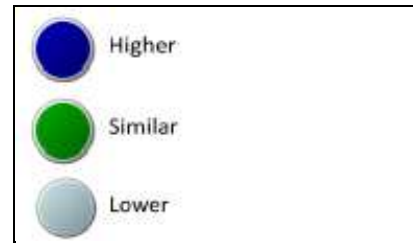


What does *School Comparison* refer to?

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').