

2018 Annual Report to The School Community



School Name: **Yarrowonga College P-12 (8883)**



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 20 March 2019 at 12:36 PM by Damien Keel
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

About Our School

School context

Yarrawonga is a picturesque North East Victorian township situated on the Murray River and Lake Mulwala with a population of approximately 8000 people. Across the bridge in New South Wales is the smaller township of Mulwala with a population approximately 2000 people. Yarrawonga, as a town, is growing and attracts a large population of retirees due to the popular aged care facilities and many sports clubs and entertainment venues. Yarrawonga College P-12 was formed in 2010 when Yarrawonga Primary School and Yarrawonga Secondary College merged and currently has 2 campuses, Gilmore Street with Years Prep to 8 and Pinniger Street which houses Years 9-12. Both campuses are within walking distance of each other. In 2014 the college received \$7.616 million for a P-4 and Administration building capital works project. The buildings are completed and our P-4 students and teachers, also the majority of Administration Staff now work out of the Gilmore Street Campus. The process of moving to the two campus structure was well worth the effort with students and teachers now enjoying large flexible space classrooms from the beginning of 2018. The Gilmore Street site lacks shaded areas and play spaces which we will work on over the next couple of years. The long term vision of the College is for all 3 stages of learning to be located on our Gilmore Street site, we are very excited about the potential of completing the next stages of the Capital Works Project into the future.

VISION

To prepare students for and provide quality pathways to enable them to achieve success.

AIMS FOR STUDENTS

YCP12 promotes high achievement by developing the learning capacities of all students, enabling them to be:
Motivated lifelong learners striving to achieve excellence
Students who demonstrate respect, compassion, honesty and tolerance for others
Innovative and resilient learners, inquisitive of the world around them
Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential
Technologically capable students who can adapt to a rapidly advancing world
Socially responsible students who contribute positively to the community

MISSION FOR STAFF

Yarrawonga College P-12's mission for staff is to assist students to succeed by providing:
A broad, challenging, innovative and authentic learning environment
An ethos of respect, tolerance, compassion and acknowledgement of success
A differentiated curriculum based on best teaching practice
Access to the latest technology and ensuring their own skills are updated regularly
A supportive framework focused on mentoring and coaching through teamwork
A safe learning environment based on the principles of restorative justice
Quality opportunities for each student to develop a range of leadership capabilities

VALUES FOR YCP-12 COMMUNITY

Yarrawonga College P-12's values are;
Integrity – acting ethically and fairly at all times, ensuring consistency between words and actions, upholding the College values in everything we do
Co-operation – working together, communicating effectively and supporting each other in a positive manner
Honesty – always being truthful, fair and true to oneself and others
Respect – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others
Responsibility – taking ownership of our behaviour and actions and setting a positive example to others

Our students have the opportunity to begin their first year of education and follow on to complete their Victorian Certificate of Education, Victorian Certificate of Applied Learning and Vocational Education and Training

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certificate in the one place. This has many advantages for our students, one of the main ones being teachers working together to communicate individual strengths and weaknesses over time. Teachers are encouraged to be innovative practitioners and have the opportunity to apply for funding to support innovative practices with the goal of improving student learning outcomes. Teachers are committed to improving teaching and learning practice and follow a continuous improvement framework called learning sprints to reflect on learning improvement. Yarrowonga College P-12 provides a comprehensive curriculum with flexibility to meet the needs of each student. All students from P-12 are able to participate in an environment which values and respects their achievements. Students are expected to display a commitment to improvement of skills and knowledge, and to the College Values and Learning Values.

Students in Years P-10 study a core curriculum based on the Victorian Curriculum. This involves courses of study in the Arts, English (Literacy), Indonesian (LOTE), Mathematics (Numeracy), Health & Physical Education (Sport), Science, Humanities and Technology. The community-based PPL (Personal and Project-based Learning) Program at Year 9 incorporates personal learning, group work and community-based opportunities. In Years 10-12, students can select from a range of Victorian Certificate of Education (VCE) units as well as Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and School-based Apprenticeships (SBAT).

YCP-12 provides students with a wide range of extracurricular and enrichment programs including excursions and camps, interschool sport, public speaking, instrumental music, VCE workshops, leadership and citizenship opportunities, membership of the Student Representative Council (SRC) and participation in the Kokoda and School for Student Leadership Programs. These activities foster the qualities of leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision making, resilience, team work, community awareness and social skills.

Students have the opportunity to be involved in a range of leadership roles including Junior School Council, Student Representative Council, Campus Leaders, Sports Leaders, College Captains and Vice Captains, and Prefects. Along with these roles there are wide and varied leadership experiences students have the opportunity to participate in, including the School For Student Leadership Camp at Gnarad Gundij and as an extension of this program China, Nepal, the Kimberley and Summit to Sea. In Years 10&11 our students have the opportunity to walk in the footsteps of our soldiers on the Kokoda Track in Papua New Guinea every second year. In 2019 the student enrolment is 901, comprising of 338 from in Prep to Year 4, 303 from Year 5-8 and 260 from Year 9-12. Student Family Occupation for P-12 in 2019 is 0.5324. Yarrowonga has limited cultural diversity with mainly Anglo Saxon background, 33 students at the college are of a Koorie background and 1 student who has a Torres Strait Islander background. In 2019 the college employs 4 Principal Class staff, 53.95 FTE teaching staff, 1 Paraprofessional, .2 Instrumental Music Teacher and 17.63 FTE Education Support Staff. The college also employs 4 Casual Literacy Support Education Support Staff at P-6, along with 1 Casual Literacy Support Teacher at the 7/8 area. The overall student numbers are slightly higher than in 2018.

In 2018 a large percentage of our staff experienced high levels of change, leaving buildings behind with over one hundred and forty years of history to start the 2018 school year in new buildings and grounds. During 2019 we will continue work to establish new ways of teaching and learning in the new flexible space classrooms. At Year 9-12 we will work to improve teaching and learning through Higher Reliability Literacy Teaching Procedures and at 5-8 we will work to align our practice to a Middle Years approach. Overall the college is working on a continuous improvement model 'Learning Sprints' to ensure that teachers are collaborating and planning to improve piece by piece of their teaching over time.

Framework for Improving Student Outcomes (FISO)

Goal 1 FISO INITIATIVE - Building Practice Excellence

Goal 1 Key Improvement Strategies

Create a whole school Prep to Year 12 focus on Literacy using the Literacy Strategy

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Build teacher capacity to differentiate teaching to challenge and ensure progress for every student
Enhance the capacity of staff to collaborate and match teaching practice with physical facilities

In 2018 The college worked to improve teaching and learning practices across the college, considerable work occurred across campuses to move towards a clearly documented and reliable curriculum from Prep to Year 12. The college established a School Improvement Team (SIT), which met on a three weekly rotation to decipher the wide variety of data and determine strategies to address areas requiring improvement from Prep to Year 12. The SIT completed a lot of data analysis and brainstorming to achieve some great results from members considered work to address those areas of weakness. Teachers were supported to identify appropriate assessment tasks through Campuses consistently referring back to the college assessment schedule. Campuses consistently referred to the College Instructional Model, visits were made to classrooms through learning walks to ensure that the Instructional Model is common practice. Students worked with Learning Specialists to agree upon a 'Student Speak' Instructional Model for each of the 3 Campuses. High Impact Teaching Strategies became a part of the College Instructional Model after consultation with teaching teams.

The P-4 Campus teachers and support staff worked hard to adapt to the new flexible spaces on the Gilmore Street site and teaching and learning improved vastly over the year. Two teachers participated in Leading Literacy, whilst one teacher completed Literacy Master Training. Through the program, teachers began to receive readers workshops to build the capacity of teachers to teach reading at the campus.

The 5-8 Campus teachers worked to improve teacher capacity of data analysis and adapting teaching to meet the needs of learners more, (differentiation). Middle Leaders and the Campus Principal took part in the Professional Learning Community professional learning and improved student engagement and wellbeing of students as a result of their work.

The 9-12 Campus worked to build their capacity in the area of literacy through professional learning around the Higher Reliability Teaching Literacy Procedures. Teachers also planned more consistently for the different needs of their learners, (differentiation)

Goal 2 FISO INITIATIVE - Intellectual Engagement and self-awareness

Goal 2 Key Improvement Strategies

Develop personalised learning for students to stimulate interest, curiosity, promote questioning & connect learning to the real world.

Embed student voice and agency in student learning

Develop approaches to build school pride

In 2018 the college worked to increase opportunities for students to have a say in their learning, in particular the 5-8 Campus had a high level of success in doing so, which, could be attributed to involvement in the Professional Learning Community project. Learning Specialists worked with teachers at campuses to improve their capacity to differentiate learning tasks for a wide range of learners through considered analysis of learning data. All teachers and Education Support Staff received a full day professional learning session on Positive Education, further professional learning and discussion of strategies for classrooms occurred at PLC's across the year.

Further opportunities were created for students to have a say about their learning and the college priorities through joining the School Council, the college also created a Junior School Council that provides student representatives on school council with student feedback. In 2018 the College also began discussions on a college Debutante Ball in 2019, these discussions came about due to student concerns of the traditional Debutante Ball in Yarrowonga would no longer exist. These discussions have become a reality and in 2019 the Yarrowonga College P-12 School Council Debutante Ball will occur for the first time. Through Assemblies, Newsletters, Facebook, Compass and Twitter the college increased the amount of communication to families about great things that our students and teachers were completing across the college.

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Achievement

In 2018 parents were satisfied with teaching and learning at the college with response rates above 80% for Effective Teaching and Stimulating Learning Environment and High Expectations for Success at 94% endorsement. Teacher Communication and Students not experiencing bullying were the only two areas that were under the 4th Quartile and work has already begun on both of these areas. There is a focus on Positive Education and Restorative Practice across the college and more professional learning will occur for teachers in 2019 on both of these areas. Teachers are also expected to communicate with families at least twice per term, we have already received positive feedback around the increased contact teachers are endeavouring to make with families.

NAPLAN results for 2018 remained solid at Year 3 with students achieving at the Top two Bands equal to or greater than similar schools and schools in our network in all areas. Year 5 students demonstrated lower growth than like schools, at the beginning of 2018 the college made some changes to bolster expertise and has done so again at the beginning of 2019. Students in Year 7 experienced higher levels of growth than the State, Like Schools and our Network across all areas of NAPLAN, apart from writing, students from Year 9 also experienced higher levels of growth across all areas apart from writing. There is a general trend across the college that indicates students achieving in the Top two levels of NAPLAN decreases as they move through the Year levels. The college will continue to work on the complexity of the curriculum program from Year 3 to ensure that students develop the critical skills and knowledge required to achieve well. There is a clear focus on Writing during the 2019 school year and 6+1 Writing Traits framework has been identified as a model for teachers to use with students.

Student Attitudes to School survey data improved significantly in 2018 with 97% of students indicating that they have a strong sense of inclusion at the college. All responses from students were a lot higher than those of the State Average, Like Schools and schools from our Network. The college will continue to work with students on Bullying, (in 2018 38% of students said that they had experienced bullying) and Student Voice (in 2018, 18% of students didn't feel that they had a say in their learning).

Staff satisfaction of our college was above the overall state average and remained similar to previous years, an area to work on into the future is teacher data literacy, the college will continue to build capacity in 2019 through the School Improvement Team.

VCE results were once again encouraging, with our Study Score at the State Average. 75% of students who submitted a VTAC application received a round 1 offer. 60% of those students received their top preference in the round 1 offers for University courses. % of our VCE cohort received an ATAR over .

Engagement

Student attendance at the college remains within the acceptable range, however lower than the state average, which remains a concern. The consistent reasons for absence across P-12 continue to be illness, family holidays, and unapproved parent choice. The college continues to work on strategies to improve student attendance including educating parents through newsletters and social media, a whole college approach to following up student absence, letters sent home for students with chronic absenteeism and follow up contact with parents for students absent every day unexplained. Teachers are communicating with families more consistently and follow up and management processes continue to improve. Compass software has remained a concern, often recording attendance at Sports Days, Excursions and Camps can be a problem, the college will continue to refine practices in this area.

During 2018 the college worked to embed the College Instructional Model and developed Student Speak versions from Prep to Year 8, also incorporating the High Impact Teaching Strategies with a view to improving student engagement. The college also conducted surveys of students from Year 5 to Year 10 to develop a clearer understanding of what students are wanting to see in learning tasks. Leaders at the 5-8 Campus

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participated in the Professional Learning Community program and worked with students to improve engagement levels of students at the Year 7 and 8 area with some success. In 2019 the college will continue to work on a continuous improvement model (Learning Sprints) and fund a number of innovative projects developed by teachers across the college with the aim of increasing student engagement.

The Year 7 – 10 retention rate increased slightly in 2018 and was above the state average. The college has strong pathway options for students including VCE, VET and VCAL subjects to assist in keeping students at school, although our retention of students from Year 11 to Year 12 is lower than the state average. The percentage of students from Years 10 to 12 going on to further studies or full-time employment, in 2018, was well above the state average for Victorian State Schools and has remained in the middle 60% of Victorian State Schools for the past 5 years. The two consistently largest pathway options for students exiting our college after Year 12 are (Apprenticeship/Traineeship - 29.3% and University 22%).

In 2019 the college will employ an attendance officer to work with students (and their families) who demonstrate chronic absenteeism to connect them with the appropriate supports and services to make getting to school easier for them. The college has also employed a counsellor for 3 days a week at the 5-8 Campus and employed a Campus Principal dedicated to that area of the college.

Wellbeing

Student Attitudes to School survey data improved significantly in 2018 with 97% of students indicating that they have a strong sense of inclusion at the college. All responses from students were a lot higher than those of the State Average, Like Schools and schools from our Network. The college will continue to work with students on Bullying, (in 2018 38% of students said that they had experienced bullying) and Student Voice (in 2018, 18% of students didn't feel that they had a say in their learning).

In 2019 the college employed a counsellor to work with students, mainly in the middle years area of the college, the college also employed another Campus Principal whose role is middle years leadership, each campus now has a Campus Principal reinstated to support daily operations and leadership. Class sizes have been reduced in Years 3 - 8 with two more teachers employed to bring numbers below 25 in all of those classrooms.

At the P-4 Campus, the Workshop program involved a large number of students receiving mentoring from a suitable volunteer. Workshop provision at the 5-8 Campus grew again last year and has further developed throughout the year, allowing students in Years 5-7 to maintain contact with the program and community volunteers who support it. The program held a major community event 'From Bullock Drawn Drays to Schools of Today' and had hundreds of community members attend. In 2018 the Workshop will be housed in a new building on the P-4 Campus on Gilmore Street and continue to grow.

Programs such as the RACV Energy Breakthrough, the Year 9 PPLs Community Service projects and VCAL Personal Development have offered students at each campus learning challenges and stimulus beyond traditional classroom and lesson structures. The Student Wellbeing Coordinators at each campus, and our College Nurse have continued to run a series of individual and small group programs to build student wellbeing and resilience, and to reduce anger and anxiety. Students have also been involved in Moira Health Care's Meals on Wheels during 2018.

During 2019, the college will continue to implement Positive Education to support both staff and students to take on a growth mindset and develop specific skills that assist to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

The Doctors in Secondary Schools Program has continued to be highly successful in providing access to health care for young people. The clinic is booked out weekly, allowing students to manage and take responsibility for their own health and wellbeing.

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Financial performance and position

At the beginning of 2018 the \$7.6M Capital Works project to provide new P-4 flexible space classrooms and administration buildings was completed and staff and students moved into the new spaces on day one of the school year. The site lacked shade and play areas at the beginning of the year, through surplus funds in the Capital Works project the college was able to add playground resources, fencing, Workshop shed services, 5-8 Oval, hayshed among others to the Gilmore Street site.

Over the past 3 years the college has worked to achieve balance around staffing ratios within the budget, due to a significant deficit the college has had to minimise staffing to pay back monies owed. In 2018 the college paid back the last \$200000.00 of that ongoing deficit to finish the year with a Surplus amount that will be carried over into the cash budget to create desperately needed shaded areas on the Gilmore Street site.

For more detailed information regarding our school please visit our website at
<https://yarrowonga.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary/secondary school type.*

Enrolment Profile

A total of 872 students were enrolled at this school in 2018, 415 female and 457 male.

np percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.0	74.0	66.7	85.5

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	65.6	58.3	47.2	70.5

PRIMARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	86.7	90.1	82.6	95.3	Similar
Mathematics	82.2	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	79.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	68.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	50.0	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	35.7	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	64.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	47.5	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	34.8	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	36.7	48.3	15.0
Numeracy	41.7	51.7	6.7
Writing	31.6	52.6	15.8
Spelling	40.0	48.3	11.7
Grammar and Punctuation	51.7	38.3	10.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.9	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	92	91	90	91	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.6	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	85.6	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	92.9	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	88.8	81.8	73.7	89.7	Similar

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SECONDARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	71.9	79.1	64.9	89.9	Similar
Mathematics	71.6	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	42.9	50.0	37.7	64.5	
Year 7	Numeracy - latest year	57.7	50.8	37.5	66.7	
Year 9	Reading - latest year	39.5	43.7	31.2	58.4	Higher
Year 9	Numeracy - latest year	40.0	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	40.0	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	42.4	51.4	38.1	66.0	
Year 9	Reading (4 year average)	37.8	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	42.0	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	17.7	59.7	22.6
Year 5 to 7	Numeracy	15.9	44.4	39.7
Year 5 to 7	Writing	22.0	64.4	13.6
Year 5 to 7	Spelling	19.7	49.2	31.1
Year 5 to 7	Grammar and Punctuation	16.4	60.7	23.0
Year 7 to 9	Reading	17.6	52.9	29.4
Year 7 to 9	Numeracy	18.4	47.4	34.2
Year 7 to 9	Writing	52.6	31.6	15.8
Year 7 to 9	Spelling	32.4	37.8	29.7
Year 7 to 9	Grammar and Punctuation	16.2	54.1	29.7

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	26.5	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	26.6	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **95 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **40 percent**.

VET units of competence satisfactorily completed in 2018: **79 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **66 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.4	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	21.9	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	87	87	89	89	91

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	74.4	75.0	66.7	81.7	Similar
Retention (4 year average)	71.3	75.0	66.2	80.4	Similar

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	93.4	91.7	83.1	99.3	Similar
Student Exits (4 year average)	94.1	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.1	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	60.8	52.9	44.5	61.9	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.9	56.7	47.0	68.0	Higher
Percent endorsement (2 year average)	66.0	56.0	47.5	66.4	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$7,822,207
Government Provided DET Grants	\$1,635,510
Government Grants Commonwealth	\$133,442
Government Grants State	\$9,725
Revenue Other	\$218,220
Locally Raised Funds	\$500,735
Total Operating Revenue	\$10,319,839
Equity ¹	Actual
Equity (Social Disadvantage)	\$567,206
Equity (Catch Up)	\$55,888
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$623,094
Expenditure	Actual
Student Resource Package ²	\$7,701,818
Adjustments	\$0
Books & Publications	\$13,023
Communication Costs	\$25,873
Consumables	\$268,456
Miscellaneous Expense ³	\$566,992
Professional Development	\$30,807
Property and Equipment Services	\$750,087
Salaries & Allowances ⁴	\$429,451
Trading & Fundraising	\$52,865
Travel & Subsistence	\$0
Utilities	\$94,187
Total Operating Expenditure	\$9,933,560
Net Operating Surplus/-Deficit	\$386,280
Asset Acquisitions	\$274,932

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$262,907
Official Account	\$15,014
Other Accounts	\$67,058
Total Funds Available	\$344,979

Financial Commitments	Actual
Operating Reserve	\$310,807
Other Recurrent Expenditure	\$34,391
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$65,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$410,198

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').