

2018 Annual Report to The School Community



School Name: Point Cook Prep - Year 9 College (4159)



- 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 24 April 2019 at 09:30 AM by Frank Vetere
(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 30 April 2019 at 04:55 PM by Monia Choudhary
(School Council President)

About Our School

School context

Our vision of 'creating tomorrow today' is at the core of everything we do and this vision is underpinned by the following guiding principles: Creativity and Innovation, Partnerships, Engagement, Sustainability, Individuality and Leadership.

At Point Cook Prep-9 College, we are committed to providing a 21st century education for all students. Our work is focused on developing the whole student and we aspire to students completing Year 9 ready to take on the rigours of senior secondary education with the prospect of making a difference in their chosen pathways. Academic rigour is valued at all stages with a consistent and high quality curriculum that develops individual pathways and realises the potential of every student. Beyond academic success we aspire to students graduating as global citizens with a strong character. Furthermore, students who are critical and creative thinkers, great communicators and a strong ability to collaborate.

Point Cook P-9 College (Point Cook College) opened in 2010 as the re-location of Point Cook Primary School, which had operated on the RAAF Williams Point Cook Base since 1923. Point Cook is one of the fastest developing 'growth corridors' in Australia and as such enrolment pressures at Point Cook College were recognised immediately with 747 (Prep – Year 7) students enrolled on the first day of 2010 and growing to 890 by the end of the year. An enrolment ceiling was placed on the College with strict adherence to neighbourhood boundaries being applied. The student population has continued to grow to approximately 1570 (Prep – Year 9) in February 2018. Staff numbers have grown from the initial 59.6 equivalent full-time staff in February 2010 to our current 124 staff by the start of 2018.

The College was built under the Private Public Partnership model and includes many unique features including its very own wetlands, an Environmental Science room, a Stephanie Alexander Kitchen Garden and state of the art teaching and learning spaces designed in collaboration with Dr Julia Atkin. The College is in partnership with the YMCA for the provision of childcare facilities and our Middle Years outdoor education program.

The overall socio economic profile of Point Cook College families is high and aspirant. The (S.F.O.E) Student Family Occupation and Education Index, which takes into account parent occupation and education, was (0.2761) in 2018 (State mean in 2018 is 0.4400). Furthermore, the proportion of students with English as a second language is continuing to grow every year.

The College has developed a School Wide Positive Behaviours Support Framework based on the work of George Sugai. The Behaviour Purpose Statement reads: At Point Cook College we develop academically, socially and emotionally within a safe, engaging and inclusive learning environment. Our expected behaviours include: We are Learners, We are Responsible, We are Respectful and We are Safe.

The College Specialist programs include: Visual Arts, Performing Arts, Science, Environmental Science, LOTE Indonesian, Food Technology, Stephanie Alexander Kitchen Garden, Health and Physical Education, interschool sport carnivals, ICT and Year 9 pathways. The College also has an ongoing commitment to Environmental Sustainability Education and Studies of Asia.

The College has a well-established Welfare Team with our very own full time school based Speech Pathologist and Social Worker.

Learning Technologies are an integral part of everyday teaching and learning within the College. The Year 3 to 9 students have a parent funded 1 to 1 iPad program. All teaching and learning spaces have an Interactive Whiteboard (including Specialists) and high speed Internet connectivity due to continuously upgraded infrastructure. Our College boast its own PCC TV channel and PCC radio.

The College has well established local and international networks and partnerships with other schools, early childhood and further education settings, community organisations, business and industry to support student outcomes and strengthen student pathways. We are very proud of our relationship with our Partnership school in Bali, SMP 1. Our students have the opportunity to participate in a biennial cultural tour of Bali.

The College values and encourages partnerships and expects all of the learning community to uphold the goals of the College. This will be achieved through:

- Fostering close links with parents and the broader college community through its commitment to open and regular communications
- Committing to the active sharing of its vision and goals to ensure college community engagement in the strategic plan
- Guaranteeing all students access to a broad, balanced and flexible curriculum
- Providing a safe and stimulating learning environment to ensure all students can achieve their full potential
- Providing students with instruction that is adapted to their individual needs
- Responding to all communication by parents and caregivers in a timely manner
- Providing teachers with timely and targeted feedback to students on their work and behaviour

We invite and encourage parent and community participation in the College, examples of where parents can participate include, Parent helper program, Parents and Friends Association (PFA), College Council etc.

Framework for Improving Student Outcomes (FISO)

2018 was the ninth year of operation as a College. It also represented the first year of the new 2018 -2021 School Strategic Plan.

As per previous periods most students at Point Cook College were achieving against statewide benchmarks but weren't performing as well as similar SFO schools. Our Strategic Plan focuses on both achievement and growth and the development of teacher capacity to drive this growth.

In 2018 the College focused on the all elements of the FISO improvement model:

Excellence in Teaching and Learning

Professional Leadership

Positive Climate for Learning

Community Engagement in Learning

The goals in the 2018-2021 Strategic plan address all these components.

Our strategic intent and annual implementation plans for improvement are based on the following beliefs:

When teachers adopt consistent teaching and learning protocols and practices across all classrooms, then in-class variability is reduced and student achievement will increase.

When teachers and teams reflect on individual student and cohort performance and purposefully act on data and evidence about learning, then the student learning experience deepens and outcomes improve.

When data and evidence is used to monitor, provide feedback about, and enhance student performance, then students' progress accelerates.

When students are motivated, actively involved in their learning and take greater charge of their own and each other's learning, then achievement and engagement improves.

When teachers and students work together and where student voice is heard and respected, students build their confidence, optimism and efficacy, resulting in a more positive school climate where achievement, engagement and wellbeing outcomes are optimised.

When students have an understanding of their existing competencies and learning is visible, they understand the steps required to progress to the next level and engage more deeply in learning.

When there is a deliberate, whole school plan to embed a professional learning culture where leaders and teachers expect, and are expected, to be active learners, to reflect, receive feedback and improve their

curriculum planning, assessment, teaching and learning practices, then continuous improvement in student outcomes will accelerate.

If the College can be characterised as having effective and powerful instructional and shared leadership, with capacity to monitor performance, give accurate and regular feedback to staff and provide for strong and collective accountability, then improvement efforts will be more effectively directed and outcomes for students will improve.

If parent partnerships are collaborative, based on effective communication, mutual trust and shared responsibility for the education of the students learning will be maximised.

Achievement

The 4 year strategic intent for Achievement is to ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.

The following were the 2018 goals for Achievement:

1. NAPLAN performance (for example: there will be a continuous increase in the percentage of students achieving in the top two bands in NAPLAN Years 3, 5, 7 and 9 Reading, Writing and Numeracy (using 2017 outcomes as the baseline) so that student outcomes are consistently equal to or better than similar schools).

NAPLAN performance in the top two bands will increase to by end of 2021:

27% 5 Numeracy to 41%

31% 7 Numeracy to 33%

14% 9 Numeracy to 41%

34% 5 Reading to 54%

35% 7 Reading to 40%

16% 9 Reading to 40%

22% 5 Writing to 65%

25% 7 Writing to 30%

14% 9 Writing to 30%

2. NAPLAN relative growth (for example: percentages of students in the high growth bands for Reading, Writing and Numeracy continuously increase each year so that 30 per cent or more of students are achieving in the high growth bands by 2021 for Reading, Numeracy and Writing).

NAPLAN relative growth Numeracy:

21.7% 3 to 5 will increase to 30% high growth

37.1% 5 to 7 will maintain the level of growth

17.7% 7 to 9 will increase to 25 % high growth

NAPLAN relative growth Reading:

23% 3 to 5 will increase to 30% high growth

45.1% 5 to 7 will maintain the level of growth

22.4% 7 to 9 will increase to 30% high growth

NAPLAN relative growth Writing:

20% 3 to 5 will increase to 25% high growth

32.6% 5 to 7 will increase to 40% high growth

34.6% 7 to 9 will increase to 40% high growth

3. Victorian Curriculum Teacher Judgement data across Foundation–Year 6 (for example: allocation of A's and B's increases each year over the period of the SSP so that 40 per cent or more of students are achieving at the 'A' or 'B' level for Reading, Writing and Mathematics by 2020; tracking student growth—ensure an average of

one Victorian Curriculum level per year or more for one year's input for every student across Foundation–Year 9 and all curriculum areas; Teacher judgements data in Years 3, 5, 7 and 9 English and Mathematics to be aligned to NAPLAN results—within a 10 per cent range).

Victorian Curriculum Teacher Judgement of A&Bs will increase to:

Prep - 6

42% Reading and Viewing 50%
24% Speaking and Listening 30%
31% Writing 40%
26% Measurement and Geometry 30%
39% Number and Algebra 45%
23% Probability and Statistics 30%

7-9

23% Reading and Viewing 33%
19% Speaking and Listening 30%
17% Writing 25%

Victorian Curriculum Teacher Judgement of students receiving C or above;

65% Measurement and Geometry 75%
65% Number and Algebra 75%
64% Probability and Statistics 75%

The Key improvement strategies to achieve these targets have included:

Ensuring a Guaranteed and Viable Curriculum linked to evidenced based research practices is embedded across the College, maximising differentiation for all students.

Ensuring consistency of assessment practices, linked to evidenced based research.

Building teacher capacity to maintain, implement or modify their abilities in utilising High Impact Teaching Strategies within their teaching and learning programs.

Ensuring consistency of literacy practices are embedded across the College.

Developing data literacy across the College.

In 2018 the College developed and resourced a reading improvement plan using the Fountas and Pinnell program and our Benchmark Assessment System. Furthermore, the College implemented the Fountas and Pinnell Leveled Literacy Intervention Program.

Engagement

The 4 year strategic intent for Engagement is to create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.

The following were the 2018 goals for Engagement:

Increase positive, reduce negative and neutral responses across all factors in the Attitudes to School Survey.
Achieve a minimum of 75% across all variables of the Attitude to School Survey in Excellence in Teaching and Learning and Positive Climate.

Increase positive responses in Student Attitudes School Survey by 15% to 71%

Reduce negative responses in Student Attitudes School Survey by 15% in all variables

Student attendance data continuously improves, so that days absent are equal to or better than State mean levels by 2019, remaining better than State means in 2020 and 2021 and College outcomes compare favourably

with similar school data by 2021.

Student attendance data continues to improve in 2018 by 5%.

Reduce absences to a maximum of 15 days per student in P-6 and a maximum of 19 days in 7-9.

Reduce unexplained absences to a maximum average of 5 days per student.

The Key Improvement Strategies to achieve these targets have included:

Maximise learning opportunities that promote the Digital Technologies curriculum and proficient, safe and ethical use of ICT.

Increase student connections beyond the school to allow for the development of a broader social conscience and intercultural capabilities.

Maximise student leadership opportunities across the whole College, so that student voice is an integral part of College planning.

Develop strong relationships, authentic engagement practices and high and consistent expectations across the College.

Ensure all students are supported effectively to achieve academic, physical, social and emotional growth.

Wellbeing

The College has continued to prioritise students' health, safety and wellbeing as they are essential to learning and development. The College provides a safe, inclusive and orderly environment and provides a positive learning experience.

In 2018 the College achieved the following milestones continuing on from the previous year:

- School Wide Positive Behaviour Framework imbedded across the College and supported by a SWPBS team led by an Assistant Principal and Leading Teacher
- Increased whole school understanding of practice and common language consistent with the SWPBS framework.
- Ongoing Professional learning to support the SWPBS framework
- School based referral process for students with academic and social challenges has been embedded.
- Teacher responsible for e-Smart accreditation appointed and College was successful in becoming e-Smart.
- Employment of a school based Social worker, Speech Pathologist and other Education support staff to support individual student needs
- Commenced whole staff intensive development of the Berry Street Education Model
- Documented induction program for new staff and students explicitly for SWPBS framework and Berry Street Education Model
- Increased awareness of cyber safety by staff, students and parents
- Documented review of services and programs offered by Wellbeing team

The College has continued to have a significant number of students who have a range of special needs.

Furthermore we have continued to have an increase in EAL students. Specific and targeted programs have been in place to support the academic, physical, social and emotional needs of all students across the College.

Financial performance and position

The College has continued to maintain a surplus budget in 2018. In its ninth year of operation and with ongoing growth the college has had to manage and take into account additional resources and the incremental creep of staff salaries. In addition the college has made significant provision for the replacement of ageing IT infrastructure and hardware. Significant expenditure was attributed to improvement of the grounds and facilities. The College continues to ensure that student and staff have access to outstanding teaching and learning programs and resources and that staff are supported to develop their capacity through high quality professional learning.

For more detailed information regarding our school please visit our website at
www.pcc.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 1568 students were enrolled at this school in 2018, 744 female and 824 male.

38 percent of students had English as an additional language and 1 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: High

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)	71.2	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)	48.1	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	88.3	90.1	82.6	95.3	Similar
Mathematics	89.1	91.1	84.0	96.4	Similar

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)	78.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	71.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	65.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	50.0	55.6	37.0	75.0	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 3	Reading (4 year average)	73.5	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	64.6	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	65.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	57.7	54.8	39.2	71.4	Similar

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	19.4	46.6	34.0
Numeracy	28.7	41.6	29.7
Writing	36.0	46.0	18.0
Spelling	20.6	41.2	38.2
Grammar and Punctuation	25.5	52.0	22.5

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)	17.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.7	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						
Attendance Rate (latest year)	91	92	91	92	91	92	91

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)	78.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	74.4	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)	77.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	73.0	81.8	73.7	89.7	Similar

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	61.3	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	59.7	50.0	37.7	64.5	
Year 7	Numeracy - latest year	58.9	50.8	37.5	66.7	
Year 9	Reading - latest year	51.9	43.7	31.2	58.4	Similar
Year 9	Numeracy - latest year	51.9	44.4	30.4	59.9	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 7	Reading (4 year average)	59.2	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	62.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	48.1	41.9	30.8	54.9	Lower
Year 9	Numeracy (4 year average)	47.7	41.8	30.1	59.1	Lower

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	18.6	46.1	35.3
Year 5 to 7	Numeracy	22.1	40.4	37.5
Year 5 to 7	Writing	26.0	55.0	19.0
Year 5 to 7	Spelling	19.8	51.5	28.7
Year 5 to 7	Grammar and Punctuation	17.8	48.5	33.7
Year 7 to 9	Reading	26.3	38.8	35.0
Year 7 to 9	Numeracy	16.7	61.5	21.8
Year 7 to 9	Writing	28.8	51.3	20.0
Year 7 to 9	Spelling	21.7	45.8	32.5
Year 7 to 9	Grammar and Punctuation	21.7	49.4	28.9

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)					
Mean Study Score (4 year average)					

Students in 2018 who satisfactorily completed their VCE: **N/A percent.**

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

VET units of competence satisfactorily completed in 2018: **N/A percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A 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)	22.8	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	21.8	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	88	88			

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)		75.0	66.7	81.7	
Retention (4 year average)		75.0	66.2	80.4	

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)					
Student Exits (4 year average)					

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)	59.3	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	56.6	52.9	44.5	61.9	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 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)	59.6	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	56.3	56.0	47.5	66.4	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$12,280,078
Government Provided DET Grants	\$1,418,502
Government Grants Commonwealth	\$0
Government Grants State	\$7,522
Revenue Other	\$152,151
Locally Raised Funds	\$691,249
Total Operating Revenue	\$14,549,502

Equity ¹	Actual
Equity (Social Disadvantage)	\$80,955
Equity (Catch Up)	\$23,800
Transition Funding	\$885
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$105,640

Expenditure	Actual
Student Resource Package ²	\$12,012,891
Adjustments	\$91
Books & Publications	\$65,089
Communication Costs	\$51,524
Consumables	\$414,687
Miscellaneous Expense ³	\$573,043
Professional Development	\$121,736
Property and Equipment Services	\$201,358
Salaries & Allowances ⁴	\$507,444
Trading & Fundraising	\$50,983
Travel & Subsistence	\$5,921
Utilities	\$115,146
Total Operating Expenditure	\$14,119,914
Net Operating Surplus/-Deficit	\$429,587
Asset Acquisitions	\$7,000

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,071,006
Official Account	\$52,762
Other Accounts	\$0
Total Funds Available	\$1,123,768

Financial Commitments	Actual
Operating Reserve	\$350,785
Other Recurrent Expenditure	\$51
Provision Accounts	\$0
Funds Received in Advance	\$425,991
School Based Programs	\$128,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$69,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$181,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,155,526

- (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').