

2017 Annual Report to the School Community



School Name: Point Cook Prep - Year 9 College

School Number: 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 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 2017 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 07 May 2018 at 01:19 PM 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 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 2017 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 10 May 2018 at 12:52 PM by Kylie Brealey (School Council President)



About Our School

School Context

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 125 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) Student Family Occupation Index, which takes into account parent occupation, is slightly increasing every year. In 2011 it was at (0.2605) and is now (0.3328) (State mean in 2016 is 0.51). 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.

Learning Technologies are an integral part of everyday teaching and learning within the College. The Year 3 to 9 students will have a parent funded 1 to 1 iPad program. The Year P - 2 students have access to multiple class sets including iPads and Netbooks. All teaching and learning spaces have an Interactive Whiteboard (including Specialists) and high speed internet connectivity due to continuously upgraded infrastructure. A leading teacher, e-learning teacher and two technical support staff facilitate the update and maintenance of ICT equipment and practices and e-learning curriculum development.

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 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.

Framework for Improving Student Outcomes (FISO)

2017 was the eighth year of operation as a College. It also represented the last year of its current School Strategic Plan. The College participated in a complete review in 2017 including a comprehensive self evaluation, peer plus one review and the College developed its 2018-2021 Strategic plan and 2018 Annual implementation plan using the SPOT tool.

Because the review was completed early in the year the college began the implementation of its new goals in 2017. 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 2017 Point Cook College continued its commitment to the Timperley Evidence Based Professional Learning Cycle that supports teachers to measure the impact of their professional learning on their practice and on their students' learning. This Cycle is modeled on the work of Professor Helen Timperley. It is grounded in teachers' and teams' ability to identify fit for purpose data, to analyze the data and make correlations between student and teacher evidence that informs and measures the impact of professional learning. The Evidence Based Professional Learning Cycle: helps teachers to respond to students' needs based on evidence and facilitates a continued inquiry into teaching supporting teachers to evaluate the impact of professional learning on their students' learning.

Furthermore it reinforces universal research that teachers are the most important in school variable in supporting student achievement and growth.



In 2017 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.

Achievement

The following were the 2017 goals for Achievement:

LITERACY AND NUMERACY

- To improve student achievement in literacy and numeracy across the College so that it is at or above similar (SFO) schools.

GROWTH

- To maximize the relative growth of all students.

SCIENCE/MATHEMATICS

- To strengthen pathways in Science and Mathematics by improving individual student outcomes.

The Key Improvement Strategies in the Strategic plan include to:

- Embed a consistent, whole school approach to the Professional Learning Teams (PLTs) across the College by using the Helen Timperley cyclical model of teacher inquiry and knowledge building.
- Maximize the capacity of all teachers to deliver high quality teaching and learning by embedding highly effective instructional practices.
- Strengthen data processes to ensure accurate assessment and measurement of learning and growth of every student.
- Establish a specific/accelerated pathway in Science and Mathematics at Year 7.

In 2017 the College achieved the following milestones:

- Ensured that the new and returning staff induction program included a thorough introduction to our PLT Model
- The development of whole of College Professional Learning Plan on the Timperley Inquiry model and its role in meeting the Strategic Goals.
- All teachers included the Timperley inquiry model as a strategy for Performance and Development goal/s
- All year level / specialist team PLTs used the Inquiry model as key planning strategy
- Implementation of a whole year Professional Learning Program for all teachers with a focus on Learning Intentions and Success Criteria
- Unit plans and teaching programs reflected our focus on Creating an Environment for Learning through Learning Intentions and Success Criteria
- All teachers include use of and evidence of highly effective instructional practices in their Performance and Development process

Accelerated Science Program milestones:

- Accelerated Science program initiated
- Professional Learning Program for teachers in the program
- Parent/student information sessions
- Data regularly analysed
- Evidence of strong links between Point Cook College and Point Cook Senior

The achievement data for 2017 highlights the following increase or decrease and comparison to State mean:

The 2017 NAPLAN Reading Mean score:

Year 3 – increased and is below state mean

Year 5 – increased and is below state mean

Year 7 – decreased and is above state mean

Year 9 – increased and is above state mean



The Year 2017 Numeracy Mean score:

Year 3 – increased and is below state mean
 Year 5 – increased and is above state mean
 Year 7 – decreased and is above state mean
 Year 9 – increased and is like state mean

The 2017 NAPLAN Spelling Mean score:

Year 3 – decreased and is above state mean
 Year 5 – increased and is above state mean
 Year 7 – decreased and is like state mean
 Year 9 – decreased and is below state mean

The 2017 NAPLAN Writing Mean score:

Year 3 – decreased and is below state mean
 Year 5 – remained similar and is similar state mean
 Year 7 – decreased and is like state mean
 Year 9 – decreased and is above state mean

The 2017 NAPLAN Grammar and Punctuation Mean score:

Year 3 – decreased and is below state mean
 Year 5 – increased and is like state mean
 Year 7 – decreased and is above state mean
 Year 9 – increased and is below state mean

Engagement

The following were the 2017 goals for Engagement:

- Improve student engagement across the school so that every child is connected and challenged in their learning.

The 3 Key improvement strategies and 2017 Milestones are listed below.

1. Maximise student involvement in their learning and broaden educational provision to increase opportunities for all.

In 2017 the College achieved the following milestones in

- Year 2 electives program as a targeted 'niche' program introduced.
- A broader range of choice in Pathways subjects for 2017 were planned and introduced.
- Digital Learning team established to coordinate digital learning within the College.
- Digital Learning vision and action plan documented.
- Highly successful whole school full day PD DIGLearn Conference for staff conducted
- Parent forums on iPad and technology in the classroom held

2. Ensure all key areas of student transition are coherent, planned and supported – K-P; year 4-5; year 9-10.

In 2017 the College achieved the following milestones:

- A Memorandum Of Understanding with Point Cook Senior related to transition and partnership was developed.
- Tried scope and sequence discussions in Science across year 9 and 10 with Point Cook Senior.
- Community consultation conducted via parent forums.
- Appoint transition coordinators at all key transition points.
- Program in place to support students with identified special needs transitioning into, out of and within the College.
- Data collected on student movement (students entering and exiting the College throughout the year, all levels)

3. Create opportunities within the College community for student voice

In 2017 the College achieved the following milestones:

- Responsibility allocated to Assistant Principal Role.
- Student Voice and Leadership policy completed and ratified by College Council.



- student leadership team selected.
- Staff appointed to support student leadership program.
- Student captains participate as non-voting members of College Council.
- House system established with links to RAAF History.
- Students represented at external leadership forums
- Links created between house system and SWPBS framework

The average absence rate for all students in the College Prep - Year 9 is above the median of all Government schools.

The College continues to focus on improving all variables in the years 4-6 Attitudes to School Survey. The College also continues to focus on maintaining the well above state average in all variables in the year 7 – 9 Attitudes to School Survey.

The results of the Parent Opinion Survey indicated significant growth with most variables being similar or above state average.

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.

The following were the 2017 for Wellbeing:

- To optimize individual student development and growth through the provision of a safe and supportive environment.

The Key improvement strategy in the Strategic plan is:

- To create a positive and consistent framework to manage and monitor the learning environment and develop processes and programs that supports the health and wellbeing of our students.

In 2017 the college achieved the following milestones continuing from the previous year:

- SWPBS implementation team formed.
- Increased whole school understanding of practice and common language consistent with the SWPBS framework.
- Professional learning for the SWPBS team in best practice research.
- Wellbeing team formed.
- School based referral process for students with academic and social challenges established and documented.
- Teacher responsible for e-Smart accreditation appointed and College was successful in becoming e-Smart.
- Visible SWPBS practices across the College
- Employment of a school based Social worker/psychologist
- Continued whole College PL of SWPBS framework
- Whole College PL in classroom strategies to support mental health and wellbeing
- Documented induction program for new staff and students explicitly for SWPBS framework
- Developed Year level continuum of needs based wellbeing programs developed
- E-smart accreditation action plan implementation of first year processes and practices
- Increased awareness of cyber safety appropriate behaviours 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.

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.

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	
<p>Enrolment Profile</p> <p>A total of 1503 students were enrolled at this school in 2017, 725 female and 778 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Similar</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> Similar</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> Similar</p> <p> Similar</p> <p> Similar</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" style="margin-left: auto; margin-right: auto;"> <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>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>47%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	52%	21%	Numeracy	24%	46%	30%	Writing	23%	50%	27%	Spelling	32%	53%	15%	Grammar and Punctuation	22%	47%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(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 2017 attendance rate by year level:</p> <table border="1" data-bbox="549 913 1037 1008"> <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>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	91 %	92 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	91 %	92 %	91 %	92 %										



(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>Results: 2017</p>	<p> Lower</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: 2017</p>	<p> Lower</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> 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: ◆

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>○ Lower</p> <p>○ Lower</p> <p>○ Lower</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: N/A</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: ◆

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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>89 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	88 %	NA	NA	NA	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	88 %	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

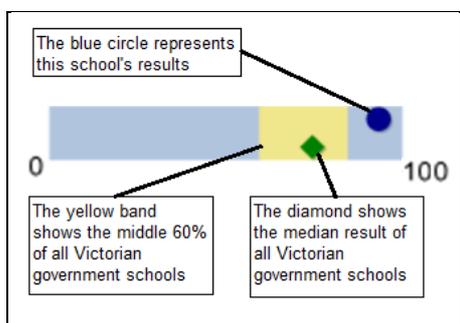
Engagement

- 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).

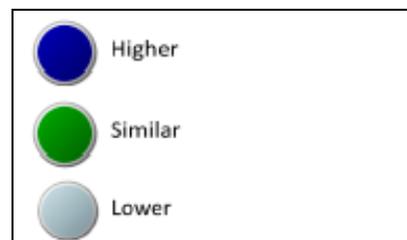


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

The College has maintained a surplus. This reflects intention to take into account incremental creep of staff salaries. In addition provision is being made for replacement of ageing IT infrastructure and hardware. Significant expenditure was attributed to improvement of grounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,450,548	High Yield Investment Account	\$812,815
Government Provided DET Grants	\$1,582,303	Official Account	\$77,042
Revenue Other	\$83,793	Total Funds Available	\$889,857
Locally Raised Funds	\$742,913		
Total Operating Revenue	\$13,859,557		
Equity¹			
Equity (Social Disadvantage)	\$74,542		
Transition Funding	\$1,717		
Equity (Catch Up)	\$17,931		
Equity Total	\$94,190		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,037,961	Operating Reserve	\$362,759
Books & Publications	\$33,168	Asset/Equipment Replacement < 12 months	\$27,543
Communication Costs	\$54,415	Capital - Buildings/Grounds incl SMS<12 months	\$158,401
Consumables	\$394,371	School Based Programs	\$255,310
Miscellaneous Expense ³	\$804,535	School/Network/Cluster Coordination	\$25,843
Professional Development	\$88,008	Asset/Equipment Replacement > 12 months	\$60,000
Property and Equipment Services	\$269,098	Total Financial Commitments	\$889,857
Salaries & Allowances ⁴	\$429,714		
Trading & Fundraising	\$69,213		
Travel & Subsistence	\$19,192		
Utilities	\$106,677		
Total Operating Expenditure	\$13,306,352		
Net Operating Surplus/-Deficit	\$553,205		
Asset Acquisitions	\$78,401		

(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 05 March 2018 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.