

2016 Annual Report to the School Community



School Name: Narre Warren South P-12 College

School Number: 8839



Name of School Principal:	Rob Duncan
Name of School Council President:	Greg Bailey
Date of Endorsement:	22/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Narre Warren South P-12 College is on one campus consisting of two sub schools - Prep to Year 6 and Year 7 to 12. The school has 180 equivalent full-time staff, principal class, 120 teachers and 60 education support staff, including administration, student support and integration staff. The school is a welcoming place where students from many cultures learn together in excellent facilities.

- The College is categorized as “low” compared to other State schools in socio-economic terms.
- The school family occupation (SFO) percentile is 0.6461.
- Many students have not attended Kindergarten or day care prior to commencing school.
- Nearly all our students from Year 6 stay on to do their secondary education.
- The College experiences significant change over of students over the 13 years of schooling.
- Cultural diversity is a feature of the College community with at least 50 ethnic groups being represented speaking 68 languages.
- Approximately 50% of the Year 7 enrolments originate from the primary school.
- Approximately 40% of our senior students undertake a VCAL pathway (trade/vocational focus)
- About half of the College’s student population comes from families where the language background is other than English, and around 20% qualify for the EAL program.
- Attendance rates at both Primary and Secondary levels are better than the state benchmarks.
- Many community groups access a variety of the College’s facilities for sport and the College is a central facility within the community.
- The College is a Registered Training Organisation (RTO) offering vocational qualifications in Building and Construction, Engineering, Furnishings, Hospitality and Community Services. The RTO also offers white card training and First Aid under its scope.

We take great pride in all our students, working hard at school and getting excellent results. Our VCE median study score has been stable at 30- 31 for the past five years, placing us well above the state average. Coupled with our outstanding VCAL and VET results, we are a College that meets the pathway needs of all of our students. This is an outstanding achievement and has gained the school recognition far and wide, including 18 State Awards since 2006 for staff and students in our VCAL program and two Premiers Awards for VCE (perfect study scores). The foundations for these results are found in our exemplary programs in the Primary and early Secondary sections of the College, where our focus on academic achievement and strong civic participation are evident. Student Attitudes to School reflect a strong sense of connectedness to school in both the Primary and Secondary areas of the College. Parent opinion well above state benchmarks is also indicative of a happy and harmonious College community.

Framework for Improving Student Outcomes (FISO)

In 2016 the College Annual Implementation reflected our focus on the FISO (Framework for Improving Student Outcomes) initiatives of Building Practice Excellence and Empowering Students and Building School Pride. Many works were undertaken to improve the College grounds and facilities, many of these led by the students. A greater emphasis on a positive sporting culture, a new emphasis on the College House system and a broad acknowledgement and acceptance of our College values encapsulated in the acronym PRIDE all became evident throughout the year as students took a greater leadership role in their school. Students met regularly with the Assistant Principal in charge of Curriculum and Teaching and Learning to become active partners in the development of new curriculum initiatives. The College Teaching and Learning Model, first developed in 2015 continued its implementation journey and all staff are now using this common form of instruction across all classes to ensure greater consistency of teaching and learning.

Achievement

Narre Warren South P-12 College is continuing to improve student performance in all year levels. In 2015 the College developed a Teaching and Learning Model to ensure consistency of practice from Prep through to Year 12, maintaining high standards of professionalism to achieve the best possible learning outcomes for all students. This model now forms the basis of instruction for every lesson at the College.

All students on the Program for Students with a Disability showed satisfactory achievement of goals set on individual learning plans.

VCAL/VET results again achieved 100% completion rate.

The VCE Year 12 results were outstanding with a median study score of 30 which is well above state average. 100% of our senior students (VCAL and VCE) who applied for a tertiary place were successful in gaining an offer.

NAPLAN data shows that we are largely performing at the level of ‘similar’ schools, although it is pleasing to note that our



Year 9 learning gain was well above state benchmarks and our performance in Writing and Numeracy was above the state. Primary NAPLAN indicates that our performance is similar to that of like schools.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Within the College engagement measures are strong, with student attendance, retention and transition to post-school destinations all close to or better than state average. There has been a major focus on post-school destinations, supported by a highly effective Careers team and our outstanding post-compulsory results in both VCE and VCAL enable these positive outcomes.

Within the Primary school attendance has improved significantly over the past 2 years. This is the result of a concerted effort from Primary leadership and staff. This figure is now better than the state benchmark. Student engagement indicators as measured by the Student Attitudes to School Survey indicate strong school connectedness and a feeling of belonging to the College.

Wellbeing

Students move positively through their 13 years of education. The College is mindful that not all of our students commence at Prep but join us at later times. We are well practised at welcoming new students to our College ensuring they are comfortable at school, have a friendship group and are able to make a positive school start.

Our transition into Prep and Year 7 is a comprehensive program enabling students to feel secure at school. The College does well supporting senior students on leaving secondary school going onto further study or full time employment. 100% of Year 12 students who applied for tertiary education were successful in gaining a position.

Well-being support is provided across the College with two Student Well-being Counsellors (one in Secondary and one in Primary), a Chaplain (whole College), a psychologist and a social/youth worker. The College receives additional assistance from Regional SSSO staff. Student Attitudes to School – Connectedness and Perceptions of Safety are outstanding and place us within the top 20% of schools on this measure. The College has invested significantly in its new Student Wellbeing Centre. We are a lead school in the new Department initiative “Respectful Relationships” and we are part of the “Doctors in Secondary School” Program, having access to a Doctor one day per week.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1980 students were enrolled at this school in 2016, 960 female and 1020 male. There were 53% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three 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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>39%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>43%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>39%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	39%	18%	Numeracy	35%	53%	12%	Writing	41%	43%	16%	Spelling	37%	39%	24%	Grammar and Punctuation	41%	47%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Reading	43%	39%	18%																							
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1040 913"> <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>91 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	94 %	93 %	93 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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>	<ul style="list-style-type: none"> ● Higher ◆ Similar ● Similar ● Similar

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	52%	24%	Numeracy	30%	51%	20%	Writing	17%	54%	28%	Spelling	30%	49%	21%	Grammar and Punctuation	27%	50%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>51%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	56%	21%	Numeracy	23%	47%	30%	Writing	22%	48%	30%	Spelling	27%	50%	23%	Grammar and Punctuation	34%	51%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	34%	51%	15%																							
<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Higher</p> <p>● Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 42% VET units of competence satisfactorily completed in 2016: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 100%</p>																										



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>89 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	92 %	91 %	94 %	94 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	92 %	91 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

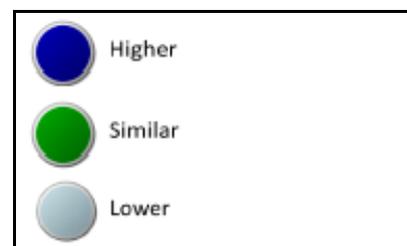
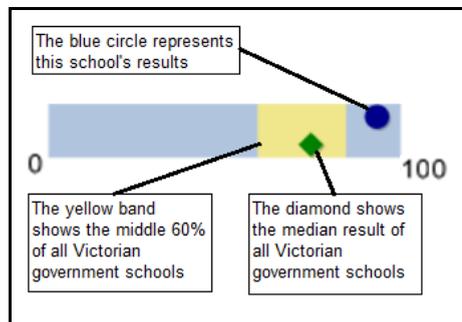
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

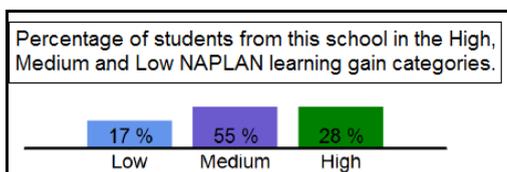
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

2016 had continuous student enrolment throughout the year, which was well above originally predicated. Our Cash grant income for 2016 was also enhanced by the staffing surplus transferred from 2015 as well as the first full year of CSEF, which added a further \$56,000.00 to income. The number of international students had dropped thus reducing income from this area. We also received a State grant for shade sails of \$25,000

The College also undertook significant investment in ICT, including software, servers and new WAP's to improve internet connectivity. College bandwidth has also been doubled.

The overall collection rate on fees invoiced to Parents/Guardians was around 5% down on 2015. The staffing profile of the College has changed over the past two years allowing us to report an operating surplus.

A number of facilities projects were undertaken in 2016 including:

- Renewal of worn out portable carpets and blinds.
- Grounds concreting and landscaping including lots of outdoor seating for students
- Rebound ace surfacing on external secondary courts.
- New cricket nets area
- Upgraded prep area
- New PE storage shed added to the gym
- New Wellbeing Centre
- New Year 8 locker bays

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$16,947,126
Government Provided DET Grants	\$4,572,514
Government Grants Commonwealth	\$45,000
Government Grants State	\$34,725
Revenue Other	\$278,067
Locally Raised Funds	\$688,136
Total Operating Revenue	\$22,565,569

Expenditure	
Student Resource Package	\$16,559,296
Books & Publications	\$2,770
Communication Costs	\$59,563
Consumables	\$846,472
Miscellaneous Expense	\$720,702
Professional Development	\$91,975
Property and Equipment Services	\$1,600,909
Salaries & Allowances	\$447,090
Trading & Fundraising	\$30,741
Travel & Subsistence	\$4,842
Utilities	\$120,225
Total Operating Expenditure	\$20,484,584

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$124,598
Official Account	\$18,474
Other Accounts	\$1,049,241
Total Funds Available	\$1,192,313

Financial Commitments	
Operating Reserve	\$530,840
Asset/Equipment Replacement < 12 months	\$423,859
Capital - Buildings/Grounds incl SMS<12 months	\$208,193
Cooperative Bank Account	\$42,628
Revenue Received in Advance	\$97,633
Provision Accounts	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$380,000
Total Financial Commitments	\$1,698,153



Net Operating Surplus/-Deficit	\$2,080,985
Asset Acquisitions	\$473,896

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.