

# 2017 Annual Report to the School Community



School Name: Narre Warren South P-12 College

School Number: 8839



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Signed 19 March 2018 at 09:14 PM by Rob Duncan (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.

Signed 02 April 2018 at 03:44 PM by Gregory Bailey (School Council President)



Education and Training

## 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 200 equivalent full-time staff, principal class, 130 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 and education (SFOE) index is 0.5819.
- 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 64 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)
- More than half of the College’s student population comes from families where the language background is other than English, and around 50% 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.

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 seven 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 20 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)

The College focus in 2017 was on the areas of Excellence in Teaching and Learning – Building Practice Excellence and Professional Leadership – Building Leadership Teams. The College continued to embed the current Teaching and Learning Model and Professional Learning Team structure, with a targeted focus on developing consistency in curriculum planning and assessment to support staff in making accurate teacher judgements and improve overall student outcomes. In order to maximise the success for the first goal, our second goal was to develop the capacity of the College leadership team, as the College recognises that a strong leadership team will support the implementation of all strategies across the College aimed at improving student outcomes. A coaching model has been implemented, which will be further refined and developed to specifically target building leadership capacity. External leadership consultants have played a role in assisting the College to improve the capacity of its leaders.

### 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 in 2017 at Years 5 and 9 our students recorded growth well above the state benchmarks in both reading and numeracy. Our overall performance in NAPLAN is similar to or better than like schools in all measures.

## 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 3 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 at both Primary and Secondary levels.

## 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 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 2084 students were enrolled at this school in 2017, 1023 female and 1061 male.</p> <p>52 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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-top: 10px;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	47%	40%	Numeracy	14%	52%	34%	Writing	31%	48%	20%	Spelling	21%	60%	19%	Grammar and Punctuation	32%	42%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	47%	40%																							
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Writing	31%	48%	20%																							
Spelling	21%	60%	19%																							
Grammar and Punctuation	32%	42%	26%																							



(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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="550 913 1037 1010"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>89 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	93 %	93 %	92 %	93 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	93 %	93 %	92 %	93 %	94 %										





(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><b>Students Attitudes to School - Sense of Connectedness</b></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><span style="color: blue; font-size: 24px; font-weight: bold;">●</span> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><span style="color: blue; font-size: 24px; font-weight: bold;">●</span> Higher</p>



**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: blue; font-size: 24px;">●</span> Higher</p>



(Secondary Year Levels)

**Performance Summary**

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

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

(Secondary Year Levels)

# Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 27%, Medium: 53%, High: 20%</p> <p><b>Numeracy</b> Low: 27%, Medium: 53%, High: 21%</p> <p><b>Writing</b> Low: 25%, Medium: 51%, High: 24%</p> <p><b>Spelling</b> Low: 23%, Medium: 53%, High: 24%</p> <p><b>Grammar and Punctuation</b> Low: 32%, Medium: 52%, High: 16%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 28%, Medium: 50%, High: 22%</p> <p><b>Numeracy</b> Low: 7%, Medium: 40%, High: 53%</p> <p><b>Writing</b> Low: 23%, Medium: 54%, High: 23%</p> <p><b>Spelling</b> Low: 25%, Medium: 48%, High: 28%</p> <p><b>Grammar and Punctuation</b> Low: 22%, Medium: 48%, High: 30%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2017 0 to 50 scale, school score (blue dot) is higher than state mean (green diamond).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is higher than state mean (green diamond).</p>	<p><span style="color: blue; font-size: 2em;">●</span> Higher</p> <p><span style="color: blue; font-size: 2em;">●</span> Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>98%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>41%</b>          VET units of competence satisfactorily completed in 2017: <b>100%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>100%</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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="width: 100%; text-align: center;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>93 %</td> <td>90 %</td> <td>88 %</td> <td>91 %</td> <td>95 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	88 %	91 %	95 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	88 %	91 %	95 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: blue; font-size: 2em;">●</span> Higher</p>												
<p><b>Exit Destinations</b></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><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p>												

(Secondary Year Levels)

### Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><span style="color: blue; font-size: 24px;">●</span> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><span style="color: blue; font-size: 24px;">●</span> Higher</p>

# 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)

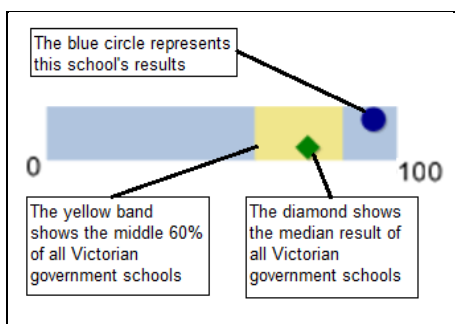
### Engagement

- 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).

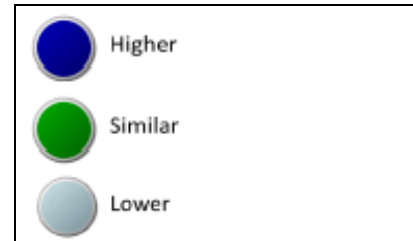


## What does *School Comparison* refer to?

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

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$19,001,385	High Yield Investment Account	\$9,526
Government Provided DET Grants	\$4,281,747	Official Account	\$55,325
Government Grants Commonwealth	\$0	Other Accounts	\$1,226,447
Government Grants State	\$57,425	<b>Total Funds Available</b>	<b>\$1,291,297</b>
Revenue Other	\$229,633		
Locally Raised Funds	\$736,474		
<b>Total Operating Revenue</b>	<b>\$24,306,664</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$2,748,889		
Equity (Catch Up)	\$159,111		
<b>Equity Total</b>	<b>\$2,908,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$18,090,194	Operating Reserve	\$10,000
Books & Publications	\$26,774	Asset/Equipment Replacement < 12 months	\$164,978
Communication Costs	\$69,253	Capital - Buildings/Grounds incl SMS<12 months	\$945,708
Consumables	\$852,668	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,700
Miscellaneous Expense <sup>3</sup>	\$1,300,221	Cooperative Bank Account	\$43,656
Professional Development	\$87,194	Revenue Received in Advance	\$97,256
Property and Equipment Services	\$1,284,110	Provision Accounts	\$15,000
Salaries & Allowances <sup>4</sup>	\$262,947	<b>Total Financial Commitments</b>	<b>\$1,291,297</b>
Trading & Fundraising	\$38,992		
Travel & Subsistence	\$15,452		
Utilities	\$126,612		
Adjustments	\$5,711		
<b>Total Operating Expenditure</b>	<b>\$22,160,128</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,146,536</b>		
<b>Asset Acquisitions</b>	<b>\$1,216,459</b>		

(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.*

The College recorded a surplus for the third consecutive year. Money listed in "other accounts" has been targeted for use on the Community Joint Use Soccer Field as part of the Shared Facilities Fund, as well as a school contribution to the new Performing Arts Centre, which was announced in the 2017 State Budget. Equity funding has enabled the College to implement a range of programs including Fusion Music, STEM, Pathways Through Sport, Dance and Drama as well as intervention programs in literacy in both Primary and Secondary years. Significant facilities work has been undertaken to create more teaching spaces to cope with our ever growing student population. Information and Communications Technology has been a priority over the past two years and the College now has state of the art computer labs as well as more portable devices.

