

2018 Annual Report to The School Community



School Name: Craigieburn Secondary College (8705)



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

Attested on 20 March 2019 at 06:47 AM by Kate Morphy
(Principal)

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

Attested on 29 March 2019 at 10:30 AM by Peter Brookshaw
(School Council President)

About Our School

School context

The College's vision is to be an environment in which every student achieves their highest potential, and the school has structures and processes that ensure that every student is in 'the right place to learn'. Our high expectations of students, teachers and parents underpins the work that we do and provides a framework as we strive to continually improve our learning environment, professional practices and student achievement outcomes.

Established in 1984, Craigieburn Secondary College is set in landscaped grounds in the Northern suburbs of Melbourne. Our 1008 students were drawn from the local area and a diversity of cultural and language backgrounds. The staff comprises of 4.6 Principal Class, 87 teachers including 9 leading teachers and 3 learning specialists, and 30 education support staff.

The College provides a learning environment that is safe, supportive and encourages purposeful and engaging work.

The curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. The College offers an enrichment and acceleration program that provides extension opportunities for students in the all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. We also offer differentiated literacy and numeracy fluency programs that aim to address student learning at their point of need. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Sport, Camps, Excursions, Creative Writing, Community Service, mentoring and an extensive student leadership program.

Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by our Teaching Code of Practice that sets out our high expectations and incorporates an instructional framework that is used by all teachers in every classroom. The Code of Practice also ensures there is a focus on positive relationships within the classroom, where teachers actively seek and give feedback in the pursuit of personal best.

Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and their school. The College community actions and decisions reflect the values of Respect, Responsibility, Achievement and Community.

Framework for Improving Student Outcomes (FISO)

The framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. In 2018 the school aligned its work to two of the FISO priorities Professional Leadership and Positive Climate for Learning.

Professional Leadership – Instructional and Shared leadership

- The Colleges goal under this priority is to embed a PLC culture of team collaboration, inquiry, evidence based practice and feedback.

During 2018 each of the Collaborative Teaching Teams (CTTs) worked through a series of micro-inquiries in semester 2. All teams were lead by a member of the Instructional Leadership Team, which was made up of Principal team and Leading Teachers. All members of this team were trained in semester 1. Through the CTTs and PDP processes all members of staff gained a greater awareness of using the data inquiry cycle to determine an area of improvement based on a data set. All teams presented their micro-inquiries at the end of term 4 and it was pleasing to note that most teams had followed the cycle and reported to it. There were a number of notables;

1. There was a consistency in teams identifying a data set to diagnose an area of improvement. Many teams used PIVOT data and some conducted student surveys on the area of focus or set tasks to gain student levels information.
2. Most teams decided to develop specific rubrics as a way to measure student growth.

3. Literacy for Learning and 'Active Learning' strategies were highly visible as strategies to address the identified area of need. This was pleasing as we had conducted professional learning programs in both of these areas.

4. Most teams moderated the student work after the strategies had been implemented.

There were some inconsistencies in how each of the teams implemented the inquiry cycle and also how the key strategies for improvement were chosen. In 2019 we will include in our CTT cycle some meeting time for 'just in time' professional learning so that improvement strategies are more purposefully chosen. These PL opportunities will focus around HITs, L4L, Active Learning and SWPBS strategies. The supports required will include continued PLC training for the Instructional Leadership team, extending the cycle to include PL modules to be run and time for key staff to develop PL modules. This should help to continue to refine knowledge and implementation of PLC across the staff to improve student learning outcomes. Leadership will be supported to 'PLC' their action plans and the work of forums such as working parties and the ILT goals. We are mindful to allow time for evaluate impact phase of the PLC cycle be more purposeful and strategic in measuring our impact of our coaching work.

Positive Climate for Learning – Setting expectations and promoting inclusion

- The goal under this priority is to build a culture of high expectations for learning and interactions across the College through further embedding the School Wide Positive Behaviour Support framework.

The implementation of SWPBS continued in 2018 with a focus on the staged response (SR) and compass postings. Curriculum day in term 3 focused on merits and the introduction of distinction awards.

Moving the staged response processes over to the Compass system was difficult in that there was significant changes to practices for sub-school staff. The implementation was monitored and support provided when needed. Anecdotally there was a decrease in confrontations between students and teachers, although some teachers are not using the SR because of a lack of resolution of red posts. The staged response is getting approx 50% resolution rate and so until we have worked through this issue it is difficult to determine the impact of this work.

Through the CTT meetings the need for GPA rubric was identified so that we can be more explicit about student expectations of behaviour and learning

Further SWPBS professional learning will be delivered in 2019 including as part of the Start Up program teacher PL on using the matrices as part of the wider SWPBS framework. The roll out in 2019 will include explicit teaching of the matrices to students beyond start up lessons, followed up by term lessons focused around the school values.

Also, during 2019 all new teachers to the school will be given a 1 period time allowance for induction purposes. This will assist new staff to build strong knowledge around school processes and practices and provide time for coaching and feedback in areas that they may need further support.

A new sub-school structure will be trialed in 2019 with the most significant changes being;

1. Years 7, 8 & 9 will be overseen by a one Assistant Principal and years 10, 11 & 12 by another Assistant Principal. The focus of the sub-school teams will be on tier 1 & 2 students, alleviating much of the workload and giving greater opportunity for more precise and purposeful follow up of students who display lower level behavioural and learning issues.

2. A third AP will now oversee all the tier 3 students and work with a team of youth workers, learning partners and the allied health team to support them. The case management of students who have more complex needs will ensure that these students have targeted interventions that are contextualised for their learning needs.

3. As part of this restructure we have included strategies that address the impact that significant student incidents have on staff. Sub-school and allied health teams will have scheduled debriefing sessions, and teachers will be included in these sessions as required.

Achievement

Our achievement data for 2018 shows our teachers placing students at or above age expected levels at similar levels to Victorian Government Schools in English, but lower for Mathematics. School testing data and year 7 Naplan results indicate that a large percentage of students coming into the College at year 7 are working below expected levels, particularly so in mathematics. We have a strong culture of assessing and teaching our students at their point of need and concentrating on learning growth. The College is continuing to refine and strengthen our Literacy and Numeracy intervention programs, and through this, and the Department's Literacy and Numeracy strategies, we are hoping to see higher levels of achievement and growth between years 7 to 9. The

year 9 NAPLAN results indicate that we have a lower percentage of students in the top 3 bands for both reading and numeracy. NAPLAN learning growth between years 7-9 shows the majority of our students achieving medium and high growth across reading, numeracy, writing and grammar and punctuation, which is reflective of whole school Literacy and Numeracy approaches. Our strong team of integration aides worked with teachers to ensure that our PSD students showed progress in achieving their individual goals.

Our VCE program continues to provide opportunities for students to excel with many students achieving high ATAR scores with our 2018 Dux gaining an ATAR of 92 and the cohort achieving at comparable levels to similar schools. The 2018 mean study score remained steady at 25.

The work being conducted in the year 7 Maths and English teams, year 9 Maths team and with senior english and maths teachers has ensured that the moderation of student work is becoming more embedded in the structures of the school and practices of teachers. The year 7 and 9 maths teams and the year 7 english teams met weekly in 2018 to review student learning evidence, plan the next cycle of learning and moderate assessments. This focus on continually knowing where students are at and moving them to the next level has, I believe, resulted in the growth targets being met and exceeded.

Literacy for Learning (L4L) Professional Learning was undertaken by all leaders of the College from Principal team to Program Manager level. Strategies from this training were evident in many of the Collaborative Teaching Teams' work. The Literacy Leading Teacher and English domain leaders have undertaken high level Professional Development to support the further implementation of L4L professional learning in 2019. Weekly meetings for Maths and English teachers have been extended to include all yr7, 8 and 9 Maths teachers and yr7 and 8 English teachers. This has been included as part of teachers allotments. Literacy for Learning will be further supported in 2019 with 12 staff who recieved initial training in 2018 being given a 1 period time allowance in which they will be actively coached inside and outside of the classroom by our L4L tutors. A further cohort of teachers will receive the initial training.

Engagement

The 2018 student attendance data shows a small decrease in percentage attendance from previous years. The attendance levels of some students continues to be of concern. During 2018 the College convened an attendance working party which evaluated and reviewed all attendance processes and interventions. This work resulted in new processes being developed, along with role clarity and more targeted intervention strategies, for implementation in 2019. The College has resourced three days for existing staff to work on the administrative tasks associated with these new processes. During 2018 the school focused on improving student connectedness knowing that the more connected students feel to their community the higher the attendance rates and achievement levels. It was pleasing to see that students indicated a higher level of school connectedness increasing from 37% positive endorsement in 2017 to 57% in 2018.

The student retention data continued to remain high with a significant percentage of students remaining at our school through years 7-10. Eighty five percent of our students choose to stay at the College between years 10 and 11, bringing our retention to state median levels. The percentage of students from Years 10 to 12 who are going on to further studies or full time employment remained steady at State levels.

We use a number of strategies and programs to enhance student engagement. These include a popular and successful interschool sporting program, an excellent performing arts program including interschool band concerts and an annual school production. We also run an instrumental music program where students can learn guitar, saxophone, piano, drums, clarinet and flute, as well as voice coaching. The Personal Learning Program Year 7-9 works to develop the social skills of collaboration and team work. Other programs include a High Achiever's Program, Year 7, 10 and 12 camps, and outdoor education programs, ADVANCE Duke of Edinburgh, City Experience, Discovery Day, College Captain Leadership program, SRC, Hands on Learning, Work Experience and Work Placements. All of these associations support our students to develop a sense of self-worth and support their transitions out of the school and to build the capabilities they require for success in the workplace. The separation of Wellbeing duties from the Engagement Leading Teacher gave more opportunities for this role to focus on tracking and monitoring our most at risk students and to organise appropriate engagement activities. Many activities were introduced and run this year including; Chin up program, Under the Hood, Breakfast program, Girls resilience and identity groups, Buddy program with CSPA, Cross age tutoring with CSPA, No Bull lunch time activities, as well as teacher vs student activity days. 2019 will see an expansion of our Engagement program to include whole school social-emotional awareness programs including sessions

on Cyber-safety, anti-bullying, and cultural and refugee awareness.

The introduction of a Student Agency Leading teacher in 2018 has driven a much more purposeful approach to student voice and leadership across the College. The Pivot student survey allowed students to give constructive feedback to their teachers about teaching and learning in the classroom. Four PIVOT cycles were completed across the year. All staff included a PIVOT data goal in their PDPs and most staff conducted student feedback sessions around their results. Students have indicated that they are keen to continue to give teachers feedback using these surveys and would like to conduct a survey for each of their classroom teachers rather than just one. Pivot school level results showed an increase in all standards from 2017 by an average of 2 points. Pivot surveys will continue to be implemented in 2019 with further support given to teachers regarding the feedback lessons as well as coaching in areas identified as needing improvement. Expansion of our student leadership program in 2019 will include the Alpine School Leadership program, UN youth ambassador workshop and a 10 week Aspire leadership program.

Wellbeing

The 2018 Student Attitudes to School Survey results indicate that our school is similar to all Victorian schools with regards to Connectedness and Student Safety. During 2018 we further embedded the School Wide Positive Behaviour Framework strengthening the focus on Positive Relationships in Schools practices. The wellbeing of students is supported by a sub-school structure where each sub-school consists of a Leading Teacher, a Student Manager, Year Level Coordinators, a Learning Partner and an Education Support Officer. A restructure of our Student Coordination teams brings their work in line with the SWPBS framework in that in 2019 the sub-school teams focus on Tier 1 and 2 students, with a new Engagement and Inclusion team that focusses on our Tier 3 students. These teams will continue to implement a coordinated approach to identifying students at risk, implementing timely intervention plans and monitoring outcomes. Their work is supported by close interaction with the College's Wellbeing team. Our Student Wellbeing team includes two Student Counsellors, two Youth Workers, a visiting Psychologist, a Doctor, a Chaplain, a School Nurse and three Learning partners. The work of the learning partners has moved away from a counselling role to one of better connecting the wellbeing needs of students to their classroom learning. We have developed strong partnerships with outreach services so that our high needs students are continually supported.

A range of proactive programs, systematically delivered at each year level, addressed issues including anti-bullying understanding and acceptance of diversity, mental health and wellbeing, effective study skills and respectful relationships as well as student support programs including Breakfast Club and Study Hall.

During 2018 the College convened an Individual Learning Plan working party. As a result of this an ILP template has been developed and ILPs for all PSD, Koorie and OOHc students were developed for 2019. Along side this work the College developed a privacy and confidentiality guide book that provides guidelines and advice for handling and communicating student information between the allied health team and wider coordination teams and teachers. As part of a students ILP development, student support group (SSG) meetings are held so that students and parents have input into the learning goals developed. The College has developed a SSG handbook that guides teams during these meetings and ensures consistency of ILP development across teams. Learning Partner positions have been heavily resourced in terms of time allowance so that they can work on developing ILPs and working with teachers to determine strategies, monitor progress and write reports.

The next step in this implementation process is to look at what sort of support or resourcing is needed to facilitate the implementation in the 2019 school year. We are also looking at creating ILPs for Tier 3 SWPBS students and students repeating a year. Support documents which may ensure the consistency of this work include; 1. The ILP proformas, 2. The Allied Health record keeping documentation, 3. The draft Student Support Group handbook and, 4. Bank of goals. Areas of consideration for 2019 for students on ILPs include how will we best assess these students, professional learning for staff using the disability standards for education modules, and resourcing meeting time for teachers of psd, oohc, koori and repeating students.

The Collingwood Language School set up a Craigieburn campus on the grounds of the Education complex. Strong links between the language school and the College have ensured a more effective integration into the College for recently arrived students and families.

During 2018 the school was actively engaged with Foundation house and worked to develop processes and practices that addressed the needs of our large refugee community. Work included developing a transition program for students entering the school from the language school as well as a careers information and

pathways program specifically designed for EAL students and their families. In 2019 Foundation has will deliver a professional learning program for staff about trauma awareness and classroom practices that will support learning for trauma affected students. This will also be extended to students so that the whole school community has a greater awareness of EAL and refugee student backgrounds and needs. Further cultural awareness training for all staff regarding EAL and ATSI students will be undertaken during 2019.

Financial performance and position

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.

Craigieburn Secondary College has maintained a strong financial position in 2018 with an operating reserve as recommended by DET while ensuring that appropriate amounts are expended on student learning and building teacher capacity through professional development. The school council, while overseeing the programs and financial reports, has been supported by the Principal and Business Manager to provide financial leadership. SRP income is based on student enrolments and the College Council support the operational budget through local sources. The continued support of families as well as hiring of the facilities contributes to the locally raised funds of \$283,380. The net operating surplus of in \$660,431 is due to additional equity funding being spent through the SRP (a Cash to Credit has not been performed to reflect this) and the efficient management of the College with a view to saving funds for the anticipated building of a digital technology center in 2020. In 2018 the school received funds for the Chaplain program, Camp Sport Excursion fund and a \$9,725 Advance funding grant. The amount of \$173,810 CSEF credits is also held for students in this amount.




The College continues to maintain excellent grounds and facilities for the school community with \$250,559 being used in 2018 for classroom and furniture upgrades, a further \$42,806 on gardens and grounds and \$146,840 being spent on Shade structures, seating and grounds equipment to facilitate better outdoor spaces for the growing student population. Funds in the amount of \$732,806 previously committed in 2017 to the capital works program were expended in 2018 on the administration and school entrance upgrade. This expenditure was funded both through our cash grant and investments held by the school.

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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 1008 students were enrolled at this school in 2018, 486 female and 522 male.

54 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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









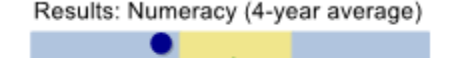


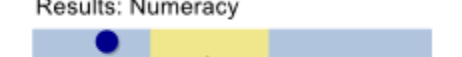
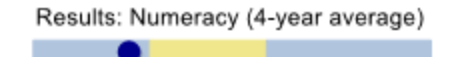




Performance Summary

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> Lower</p>

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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>






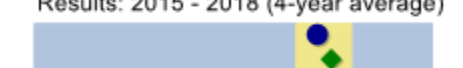






Performance Summary

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>Reading</p> <p>41 % Low 46 % Medium 13 % High</p> <p>Numeracy</p> <p>35 % Low 51 % Medium 14 % High</p> <p>Writing</p> <p>36 % Low 47 % Medium 17 % High</p> <p>Spelling</p> <p>23 % Low 49 % Medium 28 % High</p> <p>Grammar and Punctuation</p> <p>37 % Low 49 % Medium 14 % High</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>Reading</p> <p>40 % Low 44 % Medium 16 % High</p> <p>Numeracy</p> <p>37 % Low 50 % Medium 12 % High</p> <p>Writing</p> <p>42 % Low 43 % Medium 15 % High</p> <p>Spelling</p> <p>32 % Low 46 % Medium 22 % High</p> <p>Grammar and Punctuation</p> <p>33 % Low 46 % Medium 21 % High</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>Results: 2018</p> <p>0 50</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>0 50</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 98%</p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 7%</p> <p>VET units of competence satisfactorily completed in 2018: 72%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 82%</p>		


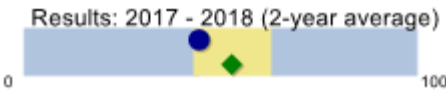



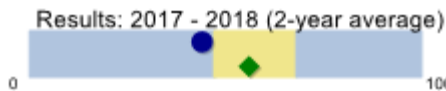


Performance Summary

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</p> <p>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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1"><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>87 %</td><td>86 %</td><td>83 %</td><td>87 %</td><td>89 %</td><td>89 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	86 %	83 %	87 %	89 %	89 %	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	86 %	83 %	87 %	89 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$10,209,209
Government Provided DET Grants	\$2,537,113
Government Grants State	\$8,725
Revenue Other	\$89,476
Locally Raised Funds	\$283,380
Total Operating Revenue	\$13,127,903

Equity ¹	
Equity (Social Disadvantage)	\$1,590,034
Equity (Catch Up)	\$87,549
Equity Total	\$1,677,582

Expenditure	
Student Resource Package ²	\$9,895,595
Books & Publications	\$7,104
Communication Costs	\$29,876
Consumables	\$286,724
Miscellaneous Expense ³	\$313,997
Professional Development	\$89,177
Property and Equipment Services	\$1,043,633
Salaries & Allowances ⁴	\$691,395
Trading & Fundraising	\$16,893
Travel & Subsistence	\$1,365
Utilities	\$91,334
Adjustments	\$380
Total Operating Expenditure	\$12,467,472
Net Operating Surplus/-Deficit	\$660,431
Asset Acquisitions	\$740,379

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$56,069
Official Account	\$161,794
Other Accounts	\$782,068
Total Funds Available	\$999,930

Financial Commitments	
Operating Reserve	\$350,515
Other Recurrent Expenditure	\$6,511
Asset/Equipment Replacement < 12 months	\$95,320
Maintenance - Buildings/Grounds < 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$1,052,346

- (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 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

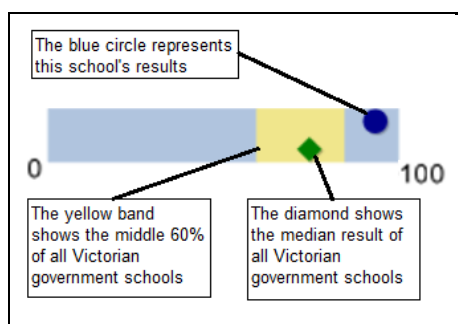
Engagement

- student attendance and engagement at school
- 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).

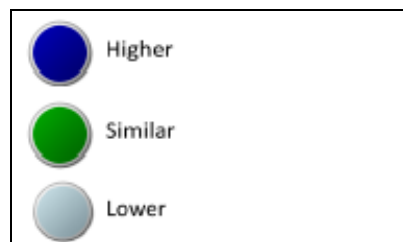


What does *School Comparison* refer to?

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*' or '*ND*' 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').