

2018 Annual Report to The School Community



School Name: Wheelers Hill Secondary College (8474)

- 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 15 March 2019 at 07:57 AM by Aaron Smith
(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 April 2019 at 09:33 AM by Dawne Brown (School
Council President)

About Our School

School context

Our Vision:

“As a school that values respect, excellence and creativity, Wheelers Hill Secondary College strives to develop students capable of being global citizens ready to embrace the future. We encourage members of our College Community to be ‘the best that they can be’ in all of their endeavours”.

Our Values:

Respect – we promote respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.

Excellence – we provide opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach.

Creativity – we have developed a creative approach to learning and teaching. Our student and staff are encouraged to seek innovative solutions to problems.

We pride ourselves on providing learning opportunities to our students in the following areas:

- Academic Excellence across all learning domains
- Sport
- Performing Arts
- Student Leadership and our Community

Established in 1980, Wheelers Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with more than 40% of students travelling from outside the immediate neighbourhood. Our student enrolment over recent years demonstrates strong growth and more than 97% of our graduates proceed to university or TAFE training.

We provide a high quality learning environment that is both supportive and challenging. Our innovative and successful Extension and Enrichment Program provides a breadth of challenge and opportunity, particularly at Middle School. In addition, there are a great range of extra-curricula opportunities across all year levels.

The school is strongly committed to the innovative use of ICT to assist learning and is particularly well resourced in this area. In 2018 we continued with our planning of the Bring Your Own Laptop Program and in 2018 this will expand across all year levels (Year 7 to 12). We will continue to provide excellent support for eLearning and 21C learning opportunities and infrastructure. The four key areas that characterise our school are academic excellence across all learning areas, sport, the arts and student leadership and our community.

Senior school students have access to a breadth of VCE studies and some VET programs. There is a strong pathways program and commitment and support available for every student across years 7 to 12 with a careers framework implemented and connections with external providers and industry where appropriate. Careers and Wellbeing support for our students is a strong feature of our College.

Each year level cohort has been formed from approximately 40 primary schools upon secondary college entry. Student families are from a broad range of socio economic backgrounds and comprise 55 different nationalities and the college provides extensive ESL support. For organisational purposes the College is divided into two sub-

schools - Senior and Middle School.

The College is a full fee paying school for international students. Approximately 5% of enrolled students were part of this program in 2018, predominantly from China with other countries represented adding cultural diversity and interest to our learning community.

The College is a 'core plus' design with well maintained buildings and grounds. Major upgrades and expenditure in recent years have improved classroom design and amenities. The College grounds have undergone significant development and this, along with highly functional administration and staff work areas, has created a thoroughly agreeable working environment for students and staff alike where the focus is on continuous improvement for all.

We have embarked on a significant Building Program over the last 12 months or so with our Performing Arts and Gymnasium Complex, together with our VCE Centre, being modernised and refurbished.

In 2018 our school has 64 equivalent full time staff - 3 Principal Class, 45.5 teaching and 15 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2018, our Annual Implementation Plan (or AIP) was developed using the Framework for Improving Student Outcomes (or FISO). Our areas of focus were:

- Building Practice Excellence,
- Curriculum Planning and Assessment,
- Building Leadership Teams
- Empowering Students and Building School Pride
- Setting Expectations and Promoting Inclusion
- Building Communities

We worked with our College Community to develop Strategies in line with carefully considered Goals and Key Improvement Initiatives. Markers of success reflecting observable changes in practice, behaviour, and measures of progress were also developed.

Our Strategic Plan (2019 - 22), together with our 2018 Annual Implementation Plan (AIP) was endorsed by College Council.

Wheelers Hill Secondary College were a part of a 'FISO Group' with other secondary schools considering and developing further opportunities for Classroom Observations for Teaching Staff. Further gains in Teacher Practice are linked to improved Student Outcomes.

Our Year 9 NAPLAN Data has improved from 2017 in areas such as Year 9 Writing, Spelling and Numeracy Growth. It is also noted that Year 9 Writing trends have improved over the last 3 year period. Our Student Attitudes To School Survey Data improved across year levels from 2017 in areas such as Teacher Concern, Stimulating Learning, Classroom Behaviour, Motivation, Learning Confidence, Resilience and Student Voice and Agency. Our Parent Opinion Data improved from 2017 in areas such as Teacher Communication, School Environment, School Pride and Confidence, Stimulating Learning, Effective Teaching and Promoting Positive Behaviour. Staff report that they are able to access appropriate Professional Development and / or Learning opportunities, with a focus on further building on staff capacity (including leadership) a part of our planning for 2019. We received some strong VCE results in areas such as Accounting, Informatics and Business Management.

The further development of Programs and Initiatives such as Staff Data Improvement Teams, the regular use of a Student Feedback system to collect and analyse student thoughts and opinions on Teaching and Learning, the

further embedding of our Teaching and Learning Model throughout the school, the successful review of many curriculum areas within the school, a clear Professional Development and Learning Plan for staff, continuation of our Classroom Peer Observation program to further teacher practice, and furthering our work with respect to the provision of Numeracy, Literacy and STEM with Learning Specialist appointments in place. STEM has become more visible and established within the College, our Cyclical Reporting Model has been positively received by the College Community, and our programs aligned with Performing Arts and Student Voice continue to grow. We continue to strengthen our connections with Primary Schools, we worked with our College Community to introduce a new Vision and set of Values for the school and our Year 7 and International Student Program enrolments continue to be strong.

Achievement

Please see also see section above, Framework for Improving Student Outcomes (or FISO) for achievements in 2018

NAPLAN school results are similar to like schools and the State. Year 9 Writing, Spelling and Numeracy Growth at Years 7 and 9 was particularly strong.

Whilst we remain in the expected range in relation to the Victorian Curriculum, teacher judgements continue to be conservative with the percentages of students achieving at or above expected levels similar to similar schools. Staff are being supported by the work of leading teachers, learning specialists, experienced support staff and in their teams using Australian Council for Educational Research (ACER) and On-Demand Testing to support increasingly accurate assessment judgements.

Some correlation between Victorian Curriculum internal assessments and external NAPLAN results was evident in our data. The College continues to develop a number of initiatives in introducing the Victorian Curriculum which are supported by our enhanced capacity to use data to inform learning. These include (and many of these points below continue to align with our future directions and strategies to further improve student outcomes):

- Continuing documentation of a visible and viable curriculum
- Improving consistency of assessment and moderation processes
- Review of our Literacy and Numeracy approach and programs
- A review of the Extension & Enrichment Program
- A focused attention to the improvement of both literacy and numeracy skills
- Work with Maths Pathways
- Working in Data Improvement Teams
- Further work with our Teaching and Learning Model
- Further implementation of our Collegiate Practice Program to support peer observations
- Alignment with Performance and Development, AIP and other planning documents
- Links with the Tech Schools Initiative (emphasis on innovation and the so called STEM subjects) and community groups to support learning
- Links with Monash University and Tutoring Programs
- Planning for Coding and more STEM Learning
- More visibility in the Performing Arts Program
- Staff Team Meetings are more for Collaboration and Planning and less about Administration
- Learning Labs used with staff to share expertise in different areas that best supports Teaching and Learning as per our Instructional Practice Model
- More of an emphasis on Differentiation to support gains by all students with their learning
- Adopt plans to further extend the top bands of students in literacy and numeracy
- Review of student work completion and submission guidelines

The school has introduced a number of initiatives to focus improvement at the VCE level including a review of school assessed coursework and external grading; reflection on the General Assessment Test (GAT) and predicted scores compared to local assessments and increased expectation staff will mark exams and attend examiners meetings. The College achieved some excellent VCE results in areas such as Informatics, Business Management and Accounting.

The College has moved to a more cyclical assessment and reporting model in 2018.

Engagement

Please see also see section above, Framework for Improving Student Outcomes (or FISO) for achievements in 2018

Strengthening levels of student engagement in learning continues to be a priority for our College. Our student's sense of engagement and enjoyment in school is similar to that of many Victorian Government schools as evidenced by the 2018 Performance Data for Student Absence and Retention. The attendance rate of our students reflects State trends.

Student engagement is supported by:

- Providing a breadth of high quality Teaching and Learning Programs, together with extra - curricular activities and opportunities
- Developing positive relationships and high expectations with our students, aligning with our sense of purpose and our school values
- Providing rigorous and relevant learning activities and strategies
- Leadership opportunities and pastoral care type programs for all of our students
- Provision of a broad range of extra-curricular activities, including those afforded in connection with community groups

In 2018, to further support student engagement, we will:

- Continue to promote links between student engagement and performance through Compass
- Build on opportunities to encourage student aspirations and excellence
- Provide a supportive and pro-active approach to programs and opportunities made available to our students
- Continue to provide quality feedback to our students and families with respect to learning through the use of more Cyclical Assessment and Reporting, and through regular communications using the Compass system
- Further increase and improve the level of 'student voice' and input (eg extend trials of Teach the Teacher Program) through the development of various themed groups within the College, including opportunities to provide more regular on their learning
- Continue to strengthen Careers and Pathways processes
- Further embedding of our Teaching and Learning Model and Collegiate Practice Program in order to further improve student outcomes
- Develop eLearning opportunities and 21C skills through curriculum documentation review and program development (eg Coding, STEM, etc)
- Employ systems allowing students to more readily provide feedback on teacher practice, and allow teaching staff to act on feedback received (eg use of Pivot)
- Improve communication between teaching staff and families to allow for clearer and more effective engagement
- Greater student agency incorporated into Common Assessment across Learning Domains, together with opportunities for peer and self assessment
- Greater celebration and presentation of student work and their achievements across Learning Domains
- More integrated units across Domains to further improve engagement

Attendance is supported and monitored through electronic information from every lesson, sending SMS

messages for absences and having immediate on-line information available for families. Reports are generated on a regular basis to key staff allowing for careful monitoring of student attendance.

Wellbeing

Please see also see section above, Framework for Improving Student Outcomes (or FISO) for achievements in 2018.

Promoting an increased sense of wellbeing and connectedness to school remains a strong focus at the College.

Our Student Connectedness to school and peers follows State trends within Government Schools in 2018, as does how we are Managing Bullying at the College. We continue to work closely with teachers and families to know and support our students.

Student wellbeing is supported by:

- A strong sub-school structure and focus on individuals
- Providing support for students when required and including the use of a staff referral system
- Providing the necessary support for individual students through staff awareness and connections with external agencies and DET
- A range of pro-active preventative wellbeing programs at various levels including programs such as ISMO and the Thriving Youth Mentoring Program
- Providing opportunities for students to build their community and personal skills through a range of leadership, student voice and participation roles
- Working with key providers and agencies in the planning, implementation and review of key supports and initiatives
- Assigning a well being leader with each sub school
- Continuing to promote and expect an understanding amongst all staff about the importance of adhering to our responsibilities with respect to student wellbeing

We will continue to

- Implement strategies and programs to focus on relationships and promote improvement in the areas of student wellbeing and positive behaviours
- Acknowledge and celebrate student effort and achievement
- Investigate additional measures to further strengthen and enhance student wellbeing and resilience
- Continue to use relevant data to support students and their wellbeing
- Continue to emphasise and communicate behavioural expectations (including expectations relating to acceptable use of ICT)
- Build the partnership with parents, students and teachers to provide increased involvement and participation in college activities and in supporting optimal student wellbeing, aspirations and outcomes
- Use our Extended Home Group Program to promote and educate students using wellbeing themes tolerance, acceptance and inclusiveness
- Ensure strong opportunities for Student Voice and agency through the College. Examples include our work with community groups such as Rotary, Lions and other Community Groups, and plans to research the Teach the Teacher Program
- Develop Positive Education programs and initiatives and involve students more in their learning through Teach the Teacher Programs and other initiatives
- Plan for greater Student Agency to be included in Student Assessment

Financial performance and position

Wheelers Hill Secondary College continues to employ a high calibre of staff to support student learning needs which has led to a purposeful net operating deficit of \$83,096 which is funded by the operating reserve and other locally raised funds. Grants received in 2018 include the Advance Funding Grant of \$9,725 which has further

enriched our Performing Arts Program, an Inclusive Education Equipment Boost of \$5,000 sustained our Program for Students with Disabilities, an Inclusive Education Grant of \$4,800 allowed for the reviewing and refreshing of inclusive education policies and a Respectful Relationships Grant of \$4,000 was utilised for strategies and tools for a whole-school approach to implement this initiative. Through the Schools Targeted Funding Portal, we were successful in accessing a grant of \$10,000 towards upgrading our Digital Technologies Curriculum in the acquisition of a Drone and a 3D printer and adding to equipment in the Robotics category. Equity Funding of \$148,413 was utilised to support literacy, numeracy and other student academic and wellbeing programs. The College Council are extremely appreciative of all donations from the community to our Library and Building Funds which allow for maintenance and upgrade of grounds and equipment to support student learning.




For more detailed information regarding our school please visit our website at
<http://www.whsc.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 650 students were enrolled at this school in 2018, 329 female and 321 male.

13 percent were EAL (English as an Additional Language) students and 1 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


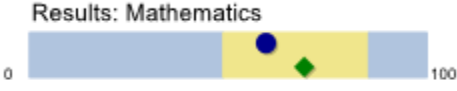


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













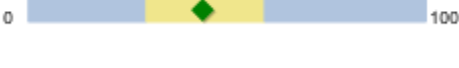




Performance Summary

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










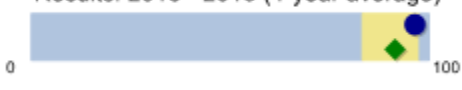


Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 98% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 3% VET units of competence satisfactorily completed in 2018: 73% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</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 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> <table border="1" data-bbox="544 936 1002 1032"> <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>91 %</td> <td>87 %</td> <td>86 %</td> <td>89 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	87 %	86 %	89 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	87 %	86 %	89 %	92 %	93 %									
<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> Higher</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		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,928,335	High Yield Investment Account	\$479,704
Government Provided DET Grants	\$893,894	Official Account	\$39,055
Government Grants Commonwealth	\$10,292	Other Accounts	\$656,534
Government Grants State	\$15,852	Total Funds Available	\$1,175,293
Revenue Other	\$112,006		
Locally Raised Funds	\$640,724		
Total Operating Revenue	\$7,601,103		
Equity¹			
Equity (Social Disadvantage)	\$118,876		
Equity (Catch Up)	\$29,537		
Equity Total	\$148,413		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,207,839	Operating Reserve	\$230,935
Books & Publications	\$5,734	Funds Received in Advance	\$135,098
Communication Costs	\$27,204	School Based Programs	\$220,694
Consumables	\$215,248	Funds for Committees/Shared Arrangements	\$1,100
Miscellaneous Expense ³	\$520,042	Repayable to the Department	\$300,000
Professional Development	\$25,675	Asset/Equipment Replacement < 12 months	\$100,000
Property and Equipment Services	\$422,523	Capital - Buildings/Grounds < 12 months	\$87,465
Salaries & Allowances ⁴	\$127,022	Maintenance - Buildings/Grounds < 12 months	\$100,000
Trading & Fundraising	\$17,594	Total Financial Commitments	\$1,175,293
Travel & Subsistence	\$43,826		
Utilities	\$71,494		
Total Operating Expenditure	\$7,684,200		
Net Operating Surplus/-Deficit	(\$83,096)		
Asset Acquisitions	\$6,572		

- (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)

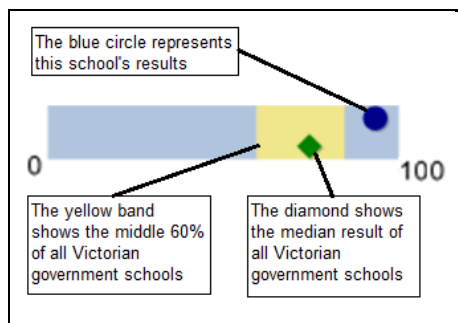
Engagement

- 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).

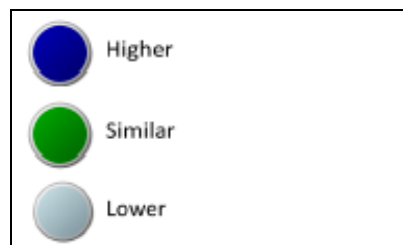


What does *School Comparison* refer to?

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').