

2019 Annual Report to The School Community



School Name: **Wheelers Hill Secondary College (8474)**



WHEELERS HILL
Secondary College

- 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 2019 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 13 March 2020 at 02:10 PM by Aaron Smith (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 May 2020 at 11:42 AM by Gosia Zatawnik (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 a significant percentage 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 2019 we continued with our planning of the Bring Your Own Laptop Program with all year levels now having access to the Program. We continue to provide excellent support for eLearning and 21C learning opportunities. 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. In 2019, we made the decision with our community to introduce the Victorian Certificate of Applied Learning (or VCAL). Our VCAL Program will be developed in 2020 and introduced in 2021.

Each year level cohort has been formed from approximately 25 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. In 2019, we made the decision to change our Languages Program to that of French and Mandarin - Indonesian will be phased out through 2020 with Mandarin introduced at the College. Furthermore, we committed to the Aspire Challenge and Enrich Program in 2019 and this Program will be launched at Year 7 for 2021. The Aspire, Challenge and Enrich (or ACE) Program will extend students with their learning.

The College is a full fee paying school for international students. Approximately 5% of enrolled students were part of this program in 2019, 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. Key building projects completed in 2019 include The Bunjil Centre and our VCE Centre.

In 2019 our school had 64 equivalent full time staff - 3 Principal Class, 45.5 teaching and 15 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2019, our Annual Implementation Plan (or AIP) was developed using the Framework for Improving Student Outcomes (or FISO). Our areas of focus were:

- Maximise Student Learning and Achievement Outcomes
- Empower Students to Actively Engage in Their Learning
- Improve Student Outcomes Relating to Differentiated Teaching and Learning

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 2019 Annual Implementation Plan (AIP) was endorsed by College Council.

Improvements were seen in some of our Year 7 NAPLAN Data, together with Year 9 NAPLAN and Writing. Students reported that they felt stimulated by the learning experience provided, whilst staff reported further improvements in academic emphasis, collective efficacy and collaboration.

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, and further work on Peer Observations and documenting the curriculum were all features of our work in 2019.

Literacy and Numeracy were also areas of focus in 2019 with gains made in in some areas (see above). We achieved strong VCE results in subjects such as Maths Methods, Specialist Maths, Physics and Psychology. Gains were also made in the areas of STEM, Performing Arts, Sports and Student Voice Programs with strong student participation in these areas.

Furthermore, a clear Professional Development and Learning Plan for staff provided opportunities for professional growth, while our Cyclical Reporting Model kept our College Community informed of student progress.

We continued to strengthen our connections with Primary Schools, whilst 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 2019

Improvements were seen in some of our Year 7 NAPLAN Data, together with Year 9 NAPLAN and Writing. We achieved some strong VCE results in areas such as Maths Methods, Specialist Maths, Physics and Psychology.

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

Some correlation between Victorian Curriculum internal assessments and external NAPLAN results (eg Year 7 NAPLAN) was evident in our data. The College continued 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 included (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, together with further supporting staff in these areas
- Refinement of our Extension & Enrichment Program at Years 7 and 8
- A focused attention to the improvement of both literacy and numeracy skills
- Working in Data and Strategic Improvement Teams
- Further work with our Teaching and Learning Model
- Further implementation of our Collegiate Practice Program to support peer observations and practice
- 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
- Increased participation in STEM Learning
- Further visibility in the Performing Arts Program, including growth in our Instrumental Music 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
- Review of student work completion and submission guidelines

The school introduced a number of initiatives to focus improvement at the VCE level including a further review of school assessed coursework. Increased expectation of staff to attend examiners meetings to assist with further understanding of VCE course requirements. Establishing the 2020 VCE Improvement Plan will be important work for the College. The College achieved some excellent VCE results (see above) in 2019.

The College continued with its cyclical Assessment and Reporting Program to keep our College Community well informed with respect to student learning and growth

Engagement

Please see also see section above, Framework for Improving Student Outcomes (or FISO) for achievements in 2019

Strengthening levels of student engagement in learning continues to be a priority for our College. Our student's sense of engagement (eg Stimulating Learning) and enjoyment in school (eg Sense of Connectedness) is similar to that of many Victorian Government schools as evidenced by the 2019 Performance Data for Student Absence and Retention.

The attendance rate of our students reflects State trends.

Student engagement has been 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 2019, to further support student engagement, we:

- Continued to promote links between student engagement and performance through Compass, also allowing for regular and accurate communications between the College and our Community
- Built on opportunities to encourage student aspirations and excellence
- Provided a supportive and pro-active approach to programs and opportunities made available to our students
- Continued to provide quality feedback to our students and families with respect to learning through the use of our Cyclical Assessment and Reporting
- Increased participation with respect to Student Voice
- Continued to strengthen Careers and Pathways processes (eg Year 10 Futures Program)
- Further embedding of our Teaching and Learning Model and Collegiate Practice Program in order to further improve student outcomes
- Developed eLearning opportunities and 21C skill development through curriculum documentation review and program development (eg more opportunities in the area of STEM participation within the College)
- Employed systems allowing students to more readily provide feedback on teacher practice, and allow teaching staff to act on feedback received (eg use of Pivot)
- A focus on celebrating and presenting student work and their achievements across the Learning Domains
- More integrated units across Domains (eg STEM) to further improve engagement
- Student Programs remained a focus for the College in a number of areas including Sport, the Performing Arts, various Camps, Excursions and Overseas Tours, and other co-curricular activities (eg Excursions) - these opportunities are provided to allow for high level of student engagement within the College

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 2019.

Promoting an increased sense of Wellbeing and Connectedness to school remained a strong focus at the College.

Our Student Sense of Connectedness to school and peers follows State trends within Government Schools in 2019, as does how we are Managing Bullying at the College. We continued to work closely with teachers and families to know and support our students.

Student Wellbeing was supported by:

- A strong sub-school structure and focus on individuals
- Providing support for students when required, 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, curriculum programs, student voice and participation roles
- Working with key providers and agencies in the planning, implementation and review of key supports and initiatives
- Employment of a full time Social Worker
- Continuing to promote and expect an understanding amongst all staff about the importance of adhering to our responsibilities with respect to student wellbeing

We continued to:

- Implement strategies and programs to focus on relationships and promote improvement in the areas of student wellbeing and positive behaviours
- Acknowledged and celebrated student effort and achievement (eg Principal Awards, Presentation Evening, Year Level Assemblies, Newsletter, etc)
- Investigated additional measures to further strengthen and enhance student wellbeing and resilience (eg use of The Resilience Project activities in 2020)
- Continued to use relevant data to support students and their wellbeing
- Continued to emphasise and communicate behavioural expectations (including expectations relating to acceptable use of ICT; preparations for the new DET Mobile Phone Policy)
- 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
- Used our Extended Home Group Program to promote and educate students using wellbeing themes such as acceptance, safety and resilience
- Ensured strong opportunities for Student Voice and Agency through the College. Examples include our work with community groups such as Rotary, Nadrasca, Lions and other Community Groups
- Develop Positive Education programs and initiatives in each of the Sub Schools
- Plan for greater Student Agency and use of Student Feedback to be included in Student Assessments across Learning Domains

Financial performance and position

Wheelers Hill Secondary College continues to operate resourcefully and strategically within well established and audited budgetary processes. The deficit of \$407,135 is made up of a planned staffing deficit of \$335,000 which has allowed for the appointment of staff to further enhance and support student learning, engagement and growth. Further expenditure was related to an overspend in areas such as Casual Relief Staff which has been covered by the Operating Reserve. The decrease in the collection rate of fees and levies has also contributed to the end of year deficit.

The Equity Funding was used to support students with their learning and wellbeing. The Advance Grant of \$9,725 continues to enhance our Performing Arts Program. The College continues to engage in extensive community use arrangements with the hiring of our facilities including the newly refurbished Gymnasium and Performing Arts Centre which contributes to our Locally Raised Funds. Wheelers Hill Secondary College is reliant on all donations to the Library and Building Funds and payment of Voluntary Contributions which allows for the provision of high quality education, excellent facilities and a stimulating environment.

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 639 students were enrolled at this school in 2019, 328 female and 311 male.

12 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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Below ●</p>

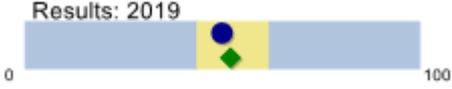
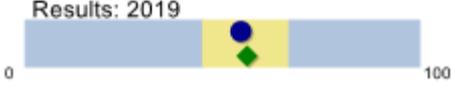
Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **8%**
 VET units of competence satisfactorily completed in 2019: **70%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		Above	Similar Below												
Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>													
<p>Average 2019 attendance rate by year level:</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>92 %</td> <td>89 %</td> <td>87 %</td> <td>88 %</td> <td>90 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	87 %	88 %	90 %	93 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
92 %	89 %	87 %	88 %	90 %	93 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,910,078	High Yield Investment Account	\$1,089,011
Government Provided DET Grants	\$945,192	Official Account	\$44,413
Government Grants Commonwealth	\$16,011	Other Accounts	\$5,327
Government Grants State	\$14,819	Total Funds Available	\$1,138,751
Revenue Other	\$129,406		
Locally Raised Funds	\$764,026		
Total Operating Revenue	\$7,779,532		
Equity¹			
Equity (Social Disadvantage)	\$116,096		
Equity (Catch Up)	\$25,162		
Equity Total	\$141,258		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,255,855	Operating Reserve	\$292,437
Books & Publications	\$7,847	Other Recurrent Expenditure	\$5,120
Communication Costs	\$25,637	Funds Received in Advance	\$158,651
Consumables	\$253,414	School Based Programs	\$233,648
Miscellaneous Expense ³	\$818,016	Repayable to the Department	\$335,000
Professional Development	\$29,693	Asset/Equipment Replacement < 12 months	\$50,000
Property and Equipment Services	\$529,540	Capital - Buildings/Grounds < 12 months	\$94,586
Salaries & Allowances ⁴	\$162,894	Maintenance - Buildings/Grounds < 12 months	\$50,000
Trading & Fundraising	\$19,455	Total Financial Commitments	\$1,219,441
Travel & Subsistence	\$11,924		
Utilities	\$72,391		
Total Operating Expenditure	\$8,186,667		
Net Operating Surplus/-Deficit	(\$407,135)		
Asset Acquisitions	\$0		

(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 26 February 2020 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)

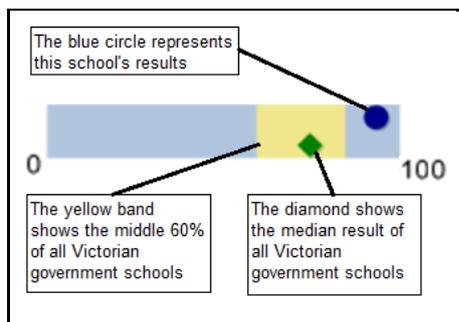
Engagement

- 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).

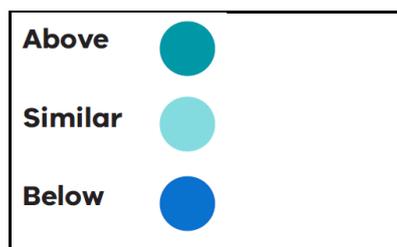


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').