

# 2019 Annual Report to The School Community



School Name: Victoria University Secondary College (8891)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 18 March 2020 at 01:10 PM by Elaine Hazim (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 via the school website.

Attested on 19 March 2020 at 12:51 PM by Ellen Arnott (School Council President)



## About Our School

### School context

Victoria University Secondary College is a Year 7-12 co-educational secondary college with three campuses: a 7-9 Junior Campus in Deer Park, a 10-12 Senior Campus in St Albans and a Trade Training Centre in Cairnlea. The college has an enrolment of 969 students – 566 males and 403 females. The college has an overall low socio-economic profile and is largely multicultural, with 48% of students for whom English is an additional language and 1% who are Aboriginal or Torres Strait Islander. The College's SFOE Index is high at 0.5719. The college's workforce comprises 104 equivalent full time staff: 4 Principal class, 9 Leading Teachers, 60 Teachers and 31 Education Support staff.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Our vision is for students to be educated and enabled to 'Create the Future' – their own future, their communities' future and the global future. Our college values 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others' underpin everything that we do and inspire students to create their future. Wide ranges of courses are offered so that every individual can develop their talents and explore their own areas of interest and ability. The college structure is designed around Junior and Senior Campuses, where each class has their own home group teacher and this in turn provides a safe, inclusive and caring community environment for students in which to learn and develop. The college has a strong focus on academic achievement and engages consultants in literacy, numeracy and data analysis to improve outcomes. Our specialist Music and Performing Arts programs, Chinese sister school relationship, Sports and Rugby League Academies, AVID program, University Readiness Program, Scholarships program at Years 7 and 10, STEM programs, Debating teams and extensive VCE/VCAL/VET curriculum provide ample opportunities for all students to excel in their area of choice. The college has 10 international students who are offered the same learning program and co-curricular opportunities as all other students.

The Student Wellbeing Team at the college works to ensure the promotion of positive wellbeing across the student population and broader school community.

### Framework for Improving Student Outcomes (FISO)

Since the implementation of the Framework for Improving Students Outcomes (FISO), the College has directed its efforts through its strategic and annual implementation plans to achieve the state wide priorities and its initiatives. In 2019 the college focused on three FISO priorities: 1) 'Excellence in teaching and learning' and the initiatives related to this state wide priority – Building practice excellence and Curriculum planning and assessment, 2) 'Achieve a Positive Climate for Learning' and the initiatives related to this statewide priority – Empowering Students and Building School Pride and 3) 'Promote Community in Engagement in Learning' and its initiative Building Communities.

The school focused on building teacher capacity and pedagogy to improve student learning. It is evident that much improvement occurred during the year and this work will continue into 2020 to further improve our student overall learning outcomes. We have also specifically pursued the 'curriculum planning and assessment' initiative in an attempt to ensure consistency of curriculum delivery and reduce variation in teaching practice across the College. A Curriculum Quality Assurance Team holds meetings regularly to ensure the College's curriculum is guaranteed and viable. An action plan was developed and the AIP targets were actively addressed. The Curriculum Quality Assurance Team led staff to develop success criteria and continua for key skills within each domain. Our success in this pursuit is evidenced by the ongoing backward mapping and maintenance of our Guaranteed and Viable Curriculum, including our Common Assessment Tasks, as well as improvement within such measures as VCE and NAPLAN results.

Our Performance and Development process strongly supports and assists staff in this work and demonstrates to staff the importance the school places on achieving the College Strategic Plan goals.

Each staff member has goals that are aligned to the Strategic Plan and the FISO dimensions thus all staff are working to achieve our College goals.

Our weekly Professional Learning Team meetings that occur every Wednesday afternoon have continued to go from strength to strength and are now a major contributing factor that has been responsible for building teacher capacity. Staff continued to work with a Maths consultant, Teaching and Learning Coaches, and Learning Specialists in the areas of Literacy and Numeracy. Staff will continue to learn how to analyse data effectively in order to target specific learning groups and address students' needs.

In addition to our student learning outcomes, the College continues to focus on the positive climate for learning and Community Engagement in Learning FISO priority within our strategic and annual implementation plans. The College worked towards goals centred on activating student voice, agency and building school pride and developing partnerships with community organizations to support the increase in student aspirations. We also continued to build staff and students' understandings of expected positive behaviour and high expectations for learning as well as student wellbeing through the development of student resilience.

## Achievement

Victoria University Secondary College is committed to creating a 21st century learning community that caters for the range of student learning styles and abilities, experiences and aspirations to empower students as learners. Student achievement is promoted and acknowledged within the college community.

In 2019 our school comparison measures show that parent satisfaction with the College is very positive, similar to other Victorian government secondary schools. Staff are positive about the school environment and their endorsement of the school climate is above that of other government secondary schools in the state.

Teacher judgement of student achievement: The percentage of students in Years 7 to 10 working at or above age expected standards in English is similar to the majority of other secondary schools in Years 7 to 10. The percentage of students in Years 7 to 10 working at or above age expected standards in Mathematics is above the majority of other secondary schools in Years 7 to 10. Year 7 students' NAPLAN results show that they enter the school slightly below the majority of students in other government secondary schools in Reading and Numeracy; however, Year 9 NAPLAN results show that students have improved and are achieving above other secondary schools in Reading and are achieving similar to other secondary schools in Numeracy. The learning gains between years 7 – 9, as shown in the NAPLAN tests, demonstrate that students are making increasingly high gains in Reading and Spelling, low gains in Grammar and Punctuation and Writing and medium gains in Numeracy.

This year the mean study score from all VCE subjects undertaken by students at the school was above other government secondary schools. We achieved excellent results in VCE English with 31.1 being the mean study score. 97% of students satisfactorily completed VCE. 38% of students undertook at least one VET subject and 92% satisfactorily completed it. 72% of the Victorian Certificate of Applied Learning credits were satisfactorily completed.

In 2020 we will focus directly on improving Literacy and Numeracy at the top two bands and decreasing the number of students in the bottom two bands of NAPLAN. We will also continue to work on success criteria and developing students' writing skills through the use of tier 2 vocabulary. Targets have also been set for improvement in VCE and VCAL results.

Collectively, formative and summative multiple data sets indicate that at our College, all students funded under the Program for Students with Disabilities (PSD) demonstrate personalised rates and levels of academic progress.

Improvements in the learning progress of students funded under PSD is reported to parents via the College's continuous reporting policy on Compass.

Details of all student assessment tasks including grades and suggested comments for improvement are available to all families via Compass. Parents receive timely information about their child's learning, often followed up by phone calls from teachers, and/or requests for parent-student meetings. Mid-semester and end of semester reports are also made available to parents via Compass, and through face-to-face parent teacher interviews. Parents are also invited to contact their child's teachers via email and /or via appointment at the College to discuss their child's learning progress.

At regular Student Support Group (SSG) meetings (that are initiated by the school and at any time as requested by parents), reports of students' Individual Learning Plan goals for all subjects (as negotiated with the students) are also reported on; including details of accommodations and modifications made by teachers to support personalised student learning. During SSG meetings, parents are also presented with information about their child's progress as progressively measured by standardised assessment tasks.

Students are also asked to set and self-review goals aligned to the expected behaviours of our school-wide PBS framework, as well as goals from the Personal and Social Capability dimension of the VCAA's General Capabilities curriculum framework.

## Engagement

Student attendance rates in 2019 were above other government secondary schools. Performance data indicates that VUSC recorded less absences than expected given the background characteristics of the students compared to similar schools. Our average 2019 attendance rate by year level were all above 90% with the exception of Year 9 which sat at 88%. Student retention, which is the percentage of Year 7 students who remained at the school through to Year 10 in 2019 is above other government secondary schools.

The percentage of students transitioning from school to further study or full time employment has improved compared to other secondary schools over the last four years and continues to improve. Our wide reaching partnership programs with Victoria University, the Australian Business and Community Network and Beacon Foundation continue to provide many opportunities for students when they complete their schooling.

The trend we have seen towards increased participation in further study is continuing with students gaining entry to RMIT, Victoria University, Monash University, Melbourne University, Deakin University and many others.

The college also offers other co-curricular programs to support student engagement including instrumental music, inter-school sport, the college production, Team 9 Experiences, Debating, Homework Club, Athlete Development Program and Structured Workplace Learning. A sister school program established with the High School Affiliated to Yangzhou University in China is very successful with reciprocal visits between schools providing a rich cultural and educational experience for students and teachers.

In 2019, Victoria University Secondary College continued to work with families to ensure students were at school and learning. The College has created a positive school culture by developing an instructional model that focuses on high-quality teaching and learning – classes that are stimulating and organised to support student engagement and attendance. The College has developed a strong and clear attendance policy with clear and realistic targets. We distribute the policy to parents through our College website, transition packs, enrolment packs and information evenings. We continuously promote awareness that an absence results in quantifiable lost learning time and opportunities, we talk about absences in terms that students and parents can easily understand - for example, 'missing one day each week means that you miss out on two weeks of lessons each term'. We inform parents about the current research that links attendance with student achievement levels and long term health and wellbeing outcomes.

The College has created an environment that is safe, inclusive and caring for all members of the school community. Our home group structure, from Year 7 to 12, provides increased connectedness between teachers and students. This connectedness creates a positive relationship between teachers and students and this in turn plays a significant factor in student engagement.

Teachers at the College show concern for students who have been absent and have returned to school by ensuring that help is given regarding the work that was missed. The teachers at VUSC pride themselves on building positive relationships with parents/guardians which assists in improving student attendance.

The College continued to send SMS messages to parents if their child was marked absent, requested them to notify the school of any absences, sent out "student at risk" reports to parents with unexplained absences and made phone calls after extended periods of absences. Parents choosing to take family holidays, longer than five days, applied to the principal and school work was provided. The College has set up an attendance student support group meeting to explore the reasons for a particular student's absences and to develop an attendance improvement plan or a return to school plan. We have also worked closely with families and agencies when families are suffering hardships or are in crisis to ensure that students are in school where we provide a safe and orderly environment.

## Wellbeing

The college core values of Respect Ourselves and Others, Strengthen the Community and Aspire to Achieve have been embedded as the framework for relationships and actions within the school community. A common language is present and visible within the college community with students and staff using the college values to guide their decisions and actions. A values and expectations School Wide Behaviour Support (PBS) matrix was developed which identifies the expected behaviours based on our core values. The matrix is used to support the building of a positive learning environment at Victoria University Secondary College.

Student wellbeing, as measured by the Student Attitudes to School survey, shows that students at the College endorse the College's management of 'Bullying' and their 'Sense of Connectedness' to be above the level of students in other government secondary schools. The Positive Behavior Support program is embedded within the school. Students are consistently rewarded with commendations for positive behaviors and are encouraged to achieve and live school values through awards and recognition at campus and year level assemblies.

Student wellbeing is supported at the school through the employment of a Youth Worker and a Student Wellbeing Manager. Year level coordinators support student attendance and positive behaviours. Teaching staff also support student wellbeing within the classroom through the use of the LIFT lesson plan, collaborative learning strategies and assessment success criteria. Senior students are supported with an online study support program called Edrolo, with weekly lessons in study techniques, exam preparation, reflective practices and relaxation techniques.

## Financial performance and position

Victoria University Secondary College showed a net operating surplus of \$316,595.00 in 2019. The College Board approved to commit \$122,250.00 of this surplus for the new Fence at the Cairnlea site to be spent in 2020. This surplus was a result of planning and preparation for the new school at the Cairnlea site therefore spending was kept to a minimum.

Locally raised funds such as the Essential/Optional items had a similar collection rate from 2018 even with an increase in student numbers. The collection rate remained high at approximately 80%.

At the end of 2019 we were successful in receiving \$276,933.80 from DET. With this funding the school purchased a new School Bus in January 2020 to facilitate a new bus run to the Derrimut area as parent requests for the bus service increased significantly. The remaining funds are committed to the new fence at the Cairnlea site in 2020.

Once again, we received Advanced Grant funding for our VCAL and Team 9 Programs (Year 9 Enquiry) for 2019 and 2020. Each program receives \$9,725.00 per year and is fully expended to facilitate the running of each program.




**For more detailed information regarding our school please visit our website at**  
<http://www.vusc.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 969 students were enrolled at this school in 2019, 403 female and 566 male.

48 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


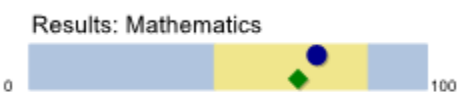


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p>Similar </p> <p>Above </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


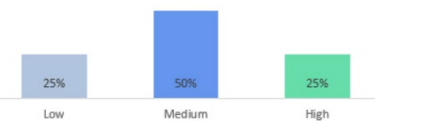


Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>		<p><b>Above</b> <span style="color: teal; font-weight: bold;">●</span></p> <p><b>Similar</b> <span style="color: lightblue; font-weight: bold;">●</span></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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b>                      18% Low, 55% Medium, 26% High</p> <p><b>Numeracy</b>                      30% Low, 47% Medium, 23% High</p> <p><b>Writing</b>                      22% Low, 55% Medium, 23% High</p> <p><b>Spelling</b>                      30% Low, 45% Medium, 25% High</p> <p><b>Grammar and Punctuation</b>                      22% Low, 53% Medium, 26% High</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><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b>                      24% Low, 46% Medium, 29% High</p> <p><b>Numeracy</b>                      25% Low, 51% Medium, 24% High</p> <p><b>Writing</b>                      34% Low, 46% Medium, 19% High</p> <p><b>Spelling</b>                      23% Low, 46% Medium, 32% High</p> <p><b>Grammar and Punctuation</b>                      29% Low, 47% Medium, 24% High</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><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **97%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**  
 VET units of competence satisfactorily completed in 2019: **92%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **72%**

## 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

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> 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 &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>												
<p><b>Average 2019 attendance rate by year level:</b></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>93 %</td> <td>90 %</td> <td>88 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	88 %	90 %	90 %	91 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	88 %	90 %	90 %	91 %									
<p><b>Student Retention</b></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><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison: <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below	
Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span>			
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$10,996,690	High Yield Investment Account	\$3,084,505
Government Provided DET Grants	\$2,795,080	Official Account	\$71,870
Government Grants State	\$19,450	Other Accounts	\$0
Revenue Other	\$164,615	<b>Total Funds Available</b>	<b>\$3,156,375</b>
Locally Raised Funds	\$806,021		
<b>Total Operating Revenue</b>	<b>\$14,781,856</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,462,125		
Equity (Catch Up)	\$111,150		
<b>Equity Total</b>	<b>\$1,573,276</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$10,682,749	Operating Reserve	\$440,938
Books & Publications	\$7,208	Other Recurrent Expenditure	\$6,989
Communication Costs	\$52,359	Funds Received in Advance	\$209,532
Consumables	\$258,068	School Based Programs	\$507,663
Miscellaneous Expense <sup>3</sup>	\$851,170	Asset/Equipment Replacement < 12 months	\$627,250
Professional Development	\$119,416	Capital - Buildings/Grounds < 12 months	\$50,000
Property and Equipment Services	\$727,056	Maintenance - Buildings/Grounds < 12 months	\$1,420,673
Salaries & Allowances <sup>4</sup>	\$451,165	<b>Total Financial Commitments</b>	<b>\$3,263,046</b>
Trading & Fundraising	\$39,181		
Travel & Subsistence	\$55,621		
Utilities	\$228,467		
<b>Total Operating Expenditure</b>	<b>\$13,472,460</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,309,396</b>		
<b>Asset Acquisitions</b>	<b>\$208,112</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 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)

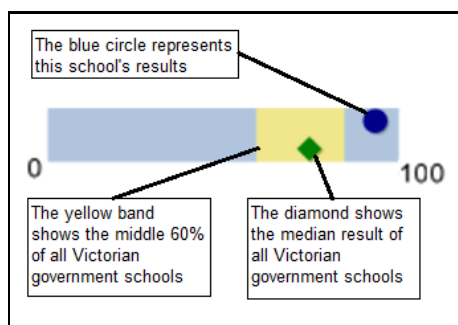
### Engagement

- 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').