All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.
About Our School

School Context

With a staff of 48 EFT teachers and 16.53 EFT support staff the College enrolment continues to grow, in all displaying a 20% increase over the period of the current strategic plan and currently sitting at approximately 600. Increasing numbers provide the opportunity for increased breadth in curriculum while additional staffing brings greater variety in extra-curricular offerings. The core value of Individual Excellence permeates all aspects of College life. It is included in individual goals, embedded in core learning strategies and is the focus in extra-curriculum activities. In 2014 the College introduced portfolios for Year 10 students to encourage the production of publishing-standard outcomes and the understanding that excellence is only obtained through dedicated application and continual practice.

Extensive renovation work was carried out at the College, improving facilities and removing redundant external structures. The College gymnasium was upgraded, the music and dance facilities enhanced, and a new multi-purpose artificial grass court has been opened. Renovation to two blocks of classrooms has been completed and renovation to the College gallery and entrance has been commenced. Work is almost completed on curriculum mapping and a common set of understandings regarding both student engagement and behaviors is now well established.

The 2014 VCE cohort was the largest in the College history and it was pleasing to see both the mean study score and mean ATAR higher than the previous year. This is particularly pleasing as it occurs concurrently with our policy to encourage as many students as possible to complete their Year 12 year. In contrast to schools which run a separate Year 10 VCAL program, almost all our students participate in the VCAA external exams.

The College continues to build an extensive, far reaching network of partnerships, with industry, tertiary institutions and third party facilitators. For example now have a detailed calendar of STEM (Science, Technology, Engineering and Mathematics) events in partnership with Latrobe University, the University of Melbourne, Quantum, and GTAC.

Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards indicate that in both English and Mathematics, the percentage of students in Year 7 to 10 receiving a ‘C’ rating is similar to school with comparable cohorts. When compared with the State the result is lower. The results in Mathematics are stronger than that of English and this correlates with the mid to high percentage of students at the College where English is the second language.

The long term pattern in Naplan data at Year 7 is encouraging with the performance of students entering the College at Year 7 showing a significant improvement with average scores in NAPLAN Reading being close to the State median in 2014. When we examine the learning gains for Year 7 students we find that 75% of all Year 7 students have a learning gain in the middle to high range for Reading.

The College comparison data indicates that the four-year average for Reading is above that predicted on the College SFO. Student learning gain is in the middle to high range for Reading, 81% of all students have a medium to high learning gain in Numeracy and 68% achieve these levels of improvement for Writing. These learning gains are determined by comparing each child’s current year result to the result of similar Victorian students over a two-year period.

The Year 9 Naplan results in 2014 show that, similar to teacher judgments, achievement is similar to comparable schools in Reading and Numeracy for 2014 and also for the 4-year average for Numeracy. The learning gains at Year 9 show that for 71% for Reading, 60% for Numeracy, 70% for Writing of the cohort, students have achieved medium to high improvement. Mathematics indicates that further scaffolding work is required.

VCE results for 2014 show a slight improvement to the mean study score with 94% of students satisfactorily completing VCE and 99% of students satisfactorily completing Vet units. The results are similar to schools with a comparable SFO and trending upwards.

Engagement

The student retention data, that is, the percentage of students staying on from Year 7 to Year 10 has increased significantly to be very close to the median of all Victorian government schools. This is similar to schools with the same SFO.

The attendance data is of concern and a concentrated effort is being made to contact those families who find getting children to school a major challenge. A breakfast program is now operating 5 days a week, and a homework support program operates 3 days a week adjacent to the school day. Additional support is being offered for the acquisition of uniforms and classroom requisites.

The percentage of Year 10-12 students exiting to further studies and full-time employment is higher that the State median for all schools and is moving to above the middle 60% of Victorian government schools. This is a very satisfying outcome given the challenges that need to be overcome to achieve this. From Year 9 onwards the College has introduced a range of programs which explore the exciting pathway opportunities currently available for students and provide training in a range of skills designed to increase awareness of career options, build confidence and social skills and link students to mentors in business and tertiary institutions.

Wellbeing
The structure and philosophy of the College is designed to focus on the educational, social and emotional needs of each student. Having this synergy between what we do and what we say results in a healthy school environment. Parent satisfaction is slightly higher than the State median, staff endorsement of school climate is also at the State median and Student Attitude to School Survey shows a result above the median point for all Victorian government schools both for 2014 and for the 4 year average (2011-2014). This pattern has been consistent for many years.

Student leadership continues to grow in number and strength resulting in increased involvement in helping a number of organizations outside the school. Student motivation, feelings of being safe and connectedness to peers are all in the top 20% of Government schools in Victoria.

Productivity

The College received additional funds for building improvements and also for National Partnerships. The College hires classroom facilities for evening classes and to The Victorian School of Languages on Saturday mornings. It also operates a self-managed canteen. Funds have been set aside to replace furniture and floor covering and upgrade those remaining classroom-requiring refurbishing.

Facilitators of the Arts and Music programs have produced the first commercially produced CD/DVD compilation and are well advanced in the preparation for the 2015 Vision’s concert. Sporting facilities are extensive and the refurbished health center and art gallery will be operational by the end of this term. All students now have access to a personal computer while specialist technology rooms are available for the Arts and VCE Information Technology.

Careful planning of valuable resources along with strategic partnerships with RMIT, Latrobe University, Quantum, the University of Melbourne, ABCN, and the Smith Family have resulted in a broad range of valuable additional opportunities and resources being available for students at the College.

A reorganization of staff professional learning time has allowed curriculum mapping to continue and in-depth broad discussion on strategies for differentiation and reading, writing and numeracy strategies has become a focus. Peer observation has reached a new level of understanding and effectiveness. All students now have access to a personal laptop and facility improvements in science, music, health, physical education and sport are all supporting the extension of student knowledge and understanding.

For more detailed information regarding our school please visit our website at http://www
Thomastown Secondary College

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school:</td>
</tr>
<tr>
<td></td>
<td>Median of all Victorian government schools:</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 569 students were enrolled at this school in 2014, 272 female and 297 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school. Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
## Performance Summary

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

- **Results: English**

### School Comparison

- **Similar**

- **Results: Mathematics**

### NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

### NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

### NAPLAN Year 7 Comparison

- **Results: Reading**
  - Band 4: 0
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0

- **Results: Reading (4-year average)**
  - Band 4: 0
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0

- **Results: Numeracy**
  - Band 4: 0
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0

### NAPLAN Year 9 Comparison

- **Results: Reading**
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0
  - Band 10: 0

- **Results: Reading (4-year average)**
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0
  - Band 10: 0

- **Results: Numeracy**
  - Band 5: 0
  - Band 6: 0
  - Band 7: 0
  - Band 8: 0
  - Band 9: 0
  - Band 10: 0

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
Results: Numeracy (4-year average)

Similar
### NAPLAN Learning Gain

#### Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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%, their gain level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

#### Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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%, their gain level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in 2014 who satisfactorily completed their VCE</td>
<td>94%</td>
</tr>
<tr>
<td>Year 12 students in 2014 undertaking at least one VET unit of competence</td>
<td>24%</td>
</tr>
<tr>
<td>VET units of competence satisfactorily completed in 2014</td>
<td>99%</td>
</tr>
<tr>
<td>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Performance Summary**

### Engagement

**Student Attendance**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students’ learning. A school comparison rating of ‘lower’ indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>89 %</td>
</tr>
<tr>
<td>Yr8</td>
<td>88 %</td>
</tr>
<tr>
<td>Yr9</td>
<td>83 %</td>
</tr>
<tr>
<td>Yr10</td>
<td>87 %</td>
</tr>
<tr>
<td>Yr11</td>
<td>88 %</td>
</tr>
<tr>
<td>Yr12</td>
<td>88 %</td>
</tr>
</tbody>
</table>

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.
### Performance Summary

#### Wellbeing

**Students Attitudes to School**

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Results: 2014</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Score Graph]</td>
<td>![Similar]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2011 - 2014 (4-year average)</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Score Graph]</td>
<td>![Similar]</td>
</tr>
</tbody>
</table>
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics—these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
# Financial Performance and Position

## Financial Performance - Operating Statement
Summary for the year ending 31 December, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$5,530,934</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$1,116,641</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$7,478</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$14,205</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$133,987</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$428,024</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$7,231,269</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$5,467,891</td>
<td></td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$2,793</td>
<td></td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$17,335</td>
<td></td>
</tr>
<tr>
<td>Consumables</td>
<td>$165,537</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$258,035</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>$41,656</td>
<td></td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$378,430</td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$224,852</td>
<td></td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$305,346</td>
<td></td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$9,897</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>$86,896</td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$6,958,669</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit | **$272,599** |

## Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$191,413</td>
</tr>
<tr>
<td>Official Account</td>
<td>$10,292</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$707,279</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$908,984</strong></td>
</tr>
</tbody>
</table>

**Financial Commitments**

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$234,488</td>
<td></td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$70,192</td>
<td></td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$236,000</td>
<td></td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$285,241</td>
<td></td>
</tr>
<tr>
<td>Beneficiary/Memorial Accounts</td>
<td>$21,912</td>
<td></td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$17,015</td>
<td></td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$44,136</td>
<td></td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$908,984</strong></td>
<td></td>
</tr>
</tbody>
</table>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

## Financial performance and position commentary

[Insert financial commentary here]