

# 2018 Annual Report to The School Community



School Name: Thomastown Secondary College (8383)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 10:24 PM by Leonie White  
(Principal)

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

Attested on 30 April 2019 at 11:44 PM by Stevan Kozmevski  
(School Council President)

## About Our School

### School context

Thomastown Secondary College has a unique and proud history. Designed in 1971 on a mini-school model with a strong focus on engagement and student voice, we have retained our core values while responding to the changing needs of our community and that of the broader society. Our motto "Individual Excellence" is embedded in our rich learning environment which values and supports diversity, excellence and teamwork. We foster a spirit of mutual respect and support, where every student is expected to strive to reach his or her potential. Students are empowered to build a solid foundation for the future by participating in social, intellectual, sporting and cultural activities. Our students are encouraged to participate in enrichment and extension programs. The College mission is to encourage students to develop strong social, emotional and academic skills, essential for all citizens in this global world.

Thomastown Secondary College was founded on the understanding that effective schools are centred on the individual student as a learner and as a person. Vertically structured curriculum and distinct teaching teams in each of the 7-10 mini-schools allow enrichment at all year levels and in all learning areas. Underpinning this belief is the unique Home Group structure, which provides each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between student, Home Group teacher and parents and provides continuity and effective monitoring of the social, emotional and academic needs of our students. A separate senior mini-school encourages an adult approach to learning.

Thomastown Secondary College's education offers exciting opportunities for students in Years 7-12. Students are drawn from a wide catchment area, however the majority come from the Lalor, Thomastown, Epping and Reservoir communities. In 2018 the overall student population was 600 with similar numbers of males and females. Both the Family Occupation (SFO) and School Family Occupation and Education (SFOE) are high and English is an additional language for 72% of our current enrolment. A staff of 50.35 EFT teachers including the Principal, 2 Assistant Principals, 4 Leading Teachers together with 16.98 support staff deliver an extensive curriculum and co-curriculum program.

The College offers a breadth of pathways including VCE, VET and the flexibility to combine these with an extended workplace learning experience. The College has extended its arts, media and music, STEM and physical education programs and its central location in the Thomastown Precinct provides easy access to TRAC, a modern recreation and aquatic centre adjacent to the College, the municipal library and additional sporting facilities. Currently we celebrate the cultures of families from 30 different countries who speak over 40 different languages. The College currently offers 5 LOTE classes. These are all delivered in the inviting and flexible learning spaces of our Language Centre providing further opportunities to acknowledge and strengthen our sense of community and continue to celebrate the richness of our cultural diversity. The Victorian School of Language shares our facilities and offers a broad range of languages on Saturday morning.

More specifically, the destinations data of students completing VCE illustrates that the size of the College enables our students to access a diverse range of career. A focus on success has resulted in 99.0% of our graduates of 2018 going onto further study or full-time work. This is higher than the State median at 91.7 and the College has maintained this lead over the past 4 years.

Our students are encouraged to set high expectations for themselves in all areas of their learning. 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 a focus in extra curriculum activities. In 2018 the College continues to embed the habits of Positive Mindset, encouraging all students to build their knowledge and understanding of how they can influence their own life experience and outcomes. We continue to build student and family understanding in this area while increasing leadership opportunities where exposure to both the corporate and commercial environments is offered at each year level.

The College enjoys an extensive network of partnerships with industry, tertiary institutions and third-party facilitators. We have a detailed STEM (Science, Technology, Engineering and Mathematics) calendar of events in partnership with Latrobe University, the University of Melbourne, Eco Link, and the new Whittlesea Tech School and are actively involved in the management of the Outer Northern Trade Training Centre. Our Performing Arts program is recognised within the community and our students regularly perform at other schools on request.

### **Framework for Improving Student Outcomes (FISO)**

In developing the 2016-2019 College Strategic Plan the focus has been to provide member of the College with the opportunities and resources to excel in all areas of their pursuits. By providing a supportive yet challenging learning environment students are encouraged to take their skills forward, contributing to the building of a more inclusive and generous community.

Data collected from the staff, parent and student surveys is positive and reflective of our supportive community. This satisfaction is reflected in our improved retention. Individual Excellence is the goal for all members of our community along with an expectation that this will come through critical reflection, hard work and continual improvement. This key goal of achieving Individual Excellence for all staff and students is pursued through building practice excellence for all, strengthening the College's learning culture, which expects continual growth, and by empowering each student to have greater influence on this learning environment.

More specifically the two FISO priorities at the centre of our 2018 work were:

Building practice excellence through

- Embedding teaching practices which support a college-wide pedagogical model
- Providing professional development which ensures learning progress is carefully monitored and enhanced through the use of rich data
- Encouraging the monitoring, assessment and reporting of the achievements of all students while supporting them to actively take responsibility for their own continual growth, and

Setting expectation and promoting inclusion through

- Implementing a Positive Culture and Behaviour program
- Increasing the level of student pride in Thomastown Secondary College and in themselves
- Further strengthening the links between the Home Group and family
- Providing additional leadership opportunities for students
- Providing increased opportunities for students to discuss concerns and recommendations

To achieve this, we have ensured a considered approach to the distribution of resources supporting these strategic directions, goals and improvement areas has been in place.

### **Achievement**

The College has embedded stage one and two of its pedagogical model, curriculum continuums are complete and major work requirements are consistent across the College. Parents receive timely updates as to student progress and now participate in student conferencing at Yrs 7-10. The College has provided a framework for professional development establishing a consistent pedagogical approach at all levels and across all domains. Peer observations, now in place have become a feedback tool on the progress each teacher is making in

embedding this pedagogical model. Feedback is also used in the ongoing development and evaluation of individual performance, and development plans. A

Individual induction and a formal mentoring program is in place for all new staff to the College. A collegiate approach to the Performance and Development Culture has strengthened and there is a strong commitment in each team to ensure all staff feel supported and challenged in their quest to achieve continual improvement. The responsibility for individual excellence is seen now as both an individual and a collective responsibility

Our VCE outcomes continue to be close to that expected by both the College and the State. We do not stream students into programs at VCE and so do not offer a VCAL program. We do however offer an extensive VET program. All our students are given the opportunity to sit the VCE exams. Not excluding some students from this process has an impact on our median study school. We feel however the benefits of providing all students with equal access along with the variety of additional options provides an extremely supportive and empowering learning environment

In 2018 94% of students satisfactorily completed VCE. 98% of all students who applied to VTAC received a tertiary offer. 72% of these offers were for university places and 26% were offers for TAFE colleges. Of those students who did not apply to go on to further studies, 5% took up apprenticeships, 10% are employed and 11% went into alternative pathways.

Naplan data shows that students entering the College include fewer students in the top 3 bands for Reading and Numeracy but Naplan Learning Gain data illustrates the percentage of students achieving low growth in all areas except spelling has dropped significantly. Examples of this are Reading which has dropped from 29.3 % in 2016 (Yr.7) to 23 % in 2018 (Yr. 9) while in Numeracy it has dropped from 37.8% to 21% for the same cohort. There has been equally pleasing results in the High Growth cohort with Reading increasing by 3%, while Numeracy increased by 17.7%. Writing is still not showing this same trend to close the gap but a range of strategies are being introduced to move these percentages upward. Equity funding has been used to reduce the teacher:student ratio to 1:10 in every Yr. 7/8 English class and in addition the Home Group program has adopted the Renaissance intense reading program in an attempt to close the gap further in the first two years of secondary college.

## Engagement

Our engagement goal is to increase student engagement in the College and the wider community to further develop students' sense of belonging and connection to the College, family, peers and the community. In 2018, positions were created in each of the mini schools to mirror the success of the SRC who actively participate and contribute to all aspects of the College including school Council. Student leadership and feedback opportunities were enhanced and students are reporting an increased sense of being active participants in improvements across the College.

There is a detailed and supportive transition program from primary school to secondary College and an extensive career education program with access to hands-on taster programs at the College. Students begin their pathways portfolio in Year7 and this develops and changes shaped by new learnings and experiences. The College maintains strong links with a range of wellbeing agencies and advisory bodies and support and advice is offered to parents on where further support can be obtained if necessary. The Compass attendance portal keeps parents up to date and the Rex program informs parents on areas of studies requiring further support. As the College moves completely across to Compass this information will be more accessible for

parents.

The statistics are very clear. The better the education, the greater the choice of employment, the healthier the individual, the longer the life. So, we strive for this. In 2018, 91.2% of our students who applied for a tertiary place received a first-round offer and 78% of all offers were for universities. Students are not only motivated to achieve, they do. Our students demonstrate high engagement in their active participation in work for the College but also contributions to the wider community. The percentage of students going on to further studies or full time employment is 99% compared with the State Median of 91.7 %

The College continues to enjoy number of strong relationships with external organisations. Our student participate in a growing number of mentoring programs offered by The Australian Business Community Network, Latrobe University , The University of Melbourne and the more recently introduced Interfaith program with St Monica's College and Al Siraat College.

## Wellbeing

Student Engagement and Wellbeing is actively supported through the College Wellbeing Team where a case management approach is applied. This team consists of the Principal, Student Wellbeing Coordinator, Special Needs Coordinator and Adolescent Health Nurse and works in a very supportive and well-informed environment. All students have their own pastoral care teacher who provides individual support and monitoring of educational, social and emotional wellbeing. The expertise of psychologist, dieticians, speech pathologists, general practitioners, careers advisors and other specialists are engaged to meet the needs of students and families where required.

Equity funding provides many resources to improve access and reduce stress for both students and families. Additional tutoring is available during the day for VCE students in addition to the two evening homework support sessions run by college staff. A breakfast program is available to all students and is particularly welcomed by those students who need to be at school early in the morning

Health and Physical Education staff provide lunchtime gym and the fitness programs when facilities are not being used for interschool sports training.

Many parents and carers are actively involved in the College, as evidenced by their attendance and participation at school events – including Student Conference Interviews, various information evenings and events and their survey responses. The school uses the school newsletter and the webpage to keep families aware and involved with the College.

The culture of Thomastown Secondary College has always placed the health and wellbeing of each student at its very centre and positive mindset supports our goal to enable healthy, resilient individuals. A student who is happy, safe, and free from stress is better equipped to achieve individual excellence. For that reason, the College invests heavily in structures and processes designed to level the playing field and narrow the gap.

Investment in student wellbeing, attitudes to challenges and the development of personal strengths are critical, not just in equipping young people for a rewarding career but, in building a stronger, healthier society. The College is committed to continue educating students, parents and staff in both the strategies and the benefits of developing a positive mindset.

When looking across the many indicators of wellbeing, positive results can be found on several levels. Parent satisfaction is above State median while staff endorsement is above. The improvement between Yr. 7 performance and Yr. 9 performance in Reading and Numeracy in Naplan indicates a substantial impact by the program during 2017 and over time. Student retention is in line with schools of similar demographics and

increasing while the long-term indicators of students moving onto tertiary study or employment remains higher.

### **Financial performance and position**

The College has continued to apply effective fiscal management strategies over 2018. These include well-controlled expenditure processes, targeted spending on identified needs, well-planned and managed staffing budgets and an increase in locally raised funds. Together with the equity funding received from DET and allocation of additional literacy staffing funding, the College has been able to maintain an operational surplus, while at the same time, continuing to support improved student learning outcomes.

The College postponed a major upgrade to the gymnasium seating to the 2019 calendar year as it could not be guaranteed this work would not interfere with the College production in October. It is planned that this work will commence soon after this production closes. This seating is now a critical need as many parents in attendance at events several times during the year are left standing as none of our current venues can accommodate all of these groups. Having a space big enough and seating to accommodate the parents and families of at least one-year level is critical if parent participation and ownership is to continue to grow.

2019 is the year of the College Review and it is believed that some of the College FISO priorities will change. A decision to postpone the appointment of Specialist Teachers in 2018 and appoint Acting Specialists Teachers in 2019 will enable the College to tag State wide positions according to the priorities decided in the College Review in Term 3 2019. Much of the surplus acquired through 2017 and 2018 will be required to cover the costs of these two programs over 2019 and 2020. Current and predicted changes in the staffing profile will see this level out in 2021/22.

**For more detailed information regarding our school please visit our website at**  
[www.thomassc.vic.edu.au](http://www.thomassc.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

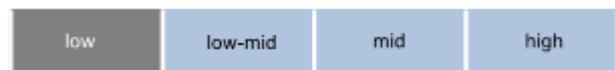
#### Enrolment Profile

A total of 600 students were enrolled at this school in 2018, 285 female and 315 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

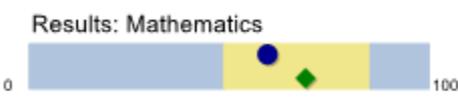
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

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

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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>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><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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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>NAPLAN Learning Gain does not require a School Comparison.</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>NAPLAN Learning Gain does not require a School Comparison.</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><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <span style="color: blue;">94%</span>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <span style="color: blue;">12%</span>                      VET units of competence satisfactorily completed in 2018: <span style="color: blue;">93%</span>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <span style="color: blue;">N/A</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:

Engagement	Student Outcomes	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>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1030"> <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>90 %</td> <td>89 %</td> <td>85 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	85 %	89 %	93 %	93 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	85 %	89 %	93 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												

### Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,605,906	High Yield Investment Account	\$1,129,209
Government Provided DET Grants	\$1,195,236	Official Account	\$36,254
Government Grants Commonwealth	\$2,813	Other Accounts	\$997,703
Government Grants State	\$7,102	<b>Total Funds Available</b>	<b>\$2,163,165</b>
Revenue Other	\$55,755		
Locally Raised Funds	\$232,308		
<b>Total Operating Revenue</b>	<b>\$9,099,120</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,340,208		
Equity (Catch Up)	\$86,487		
<b>Equity Total</b>	<b>\$1,426,695</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,753,794	Operating Reserve	\$197,724
Books & Publications	\$11,225	Other Recurrent Expenditure	\$953
Communication Costs	\$16,448	Funds Received in Advance	\$151,865
Consumables	\$213,730	School Based Programs	\$60,000
Miscellaneous Expense <sup>3</sup>	\$258,067	Funds for Committees/Shared Arrangements	\$11,099
Professional Development	\$31,825	Asset/Equipment Replacement < 12 months	\$220,500
Property and Equipment Services	\$438,955	Capital - Buildings/Grounds < 12 months	\$513,808
Salaries & Allowances <sup>4</sup>	\$223,627	Maintenance - Buildings/Grounds < 12 months	\$309,697
Trading & Fundraising	\$22,287	Asset/Equipment Replacement > 12 months	\$164,956
Travel & Subsistence	\$3,985	Capital - Buildings/Grounds > 12 months	\$402,564
Utilities	\$109,031	Maintenance - Buildings/Grounds > 12 months	\$130,000
<b>Total Operating Expenditure</b>	<b>\$8,082,973</b>	<b>Total Financial Commitments</b>	<b>\$2,163,165</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,016,147</b>		
<b>Asset Acquisitions</b>	<b>\$0</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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

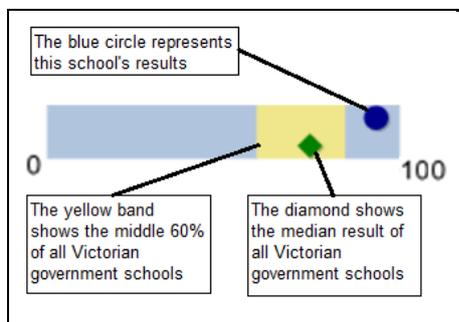
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

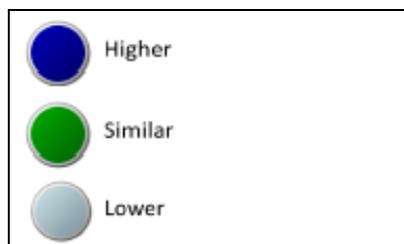


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').