

# 2019 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 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 02 December 2020 at 10:58 PM by Leonie White (Principal)

The 2019 Annual Report to the school community:

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

Attested on 07 December 2020 at 12:57 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 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 2019 the student population was 587 with similar numbers of males and females. The staffing profile of Thomastown Secondary College includes the Principal, two Assistant Principals, 53.4 full time equivalent (EFT) teachers, 16.2 full time equivalent Education Support (ES) staff, 1.8 Para-Professionals, 16.02 Office Administration staff and a qualified school nurse. Both the Family Occupation (SFO) and School Family Occupation and Education (SFOE) are high and English is an additional language for 68% of our current enrolment. The Student Family Occupation (SFO) index is 0.6403 and the Student Family Occupation Education (SFOE) index is 0.7911 in 2019.

Our students are encouraged to hold 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 2019 the College continues to embed the habits of positive mindset, encouraging all students to build their knowledge and understanding of how they may influence their own life experience and outcomes. We continue to build student and family understanding in this area while increasing exposure to role models across the working environment.

The College offers a range of pathways including VCE and VET and the flexibility to combine these with an extended workplace learning experience. The College does not offer VCAL but provides the opportunity for students to access similar outcomes within the VCE structure. There is growing demand for a range of experiences and 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. We celebrate the cultures of families from many different countries with 76.78% of our parents being born overseas and 43% of our current Yr. 12 students are also born overseas. There are similar patterns in other year levels. The College currently offers 6 LOTE languages. These are all delivered in the flexible learning spaces of our Language Centre and this provides further opportunities to acknowledge and strengthen our sense of community while continuing 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.

The destinations data of students completing VCE illustrates that the size of the college enables our students to access a diverse range of careers. This focus on success has resulted in 94.0% of our graduates of 2019 applying for a tertiary placement for 2020. Of these 67% were offered a university place and 16% a TAFE placement. Our successful pathways data remains higher than that of the State for the 5th year in succession.

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 Schools Plus, 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. Co-curricular offerings include instrumental music, debating, writing and mathematics competitions, experiential camps and excursions, performing arts events together with student clubs such as Homework, Creative Arts, Debating, Astronomy and Interfaith.

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

The 2016-2019 College Strategic Plan focus is to provide members 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 and contributing to the building of a more inclusive and generous community.

Data collected from the staff and parent surveys is positive and reflective of our supportive community. This satisfaction is also reflected in our increasing retention rate despite the opening of state-of-the-arts secondary colleges in our LGA.. Individual Excellence is the goal for all members of our community and the expectation is 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, expecting continual growth and empowering each student to have greater influence on their learning environment.

Our goals and values are displayed throughout the College and included in the student diary.

More specifically the two FISO priorities at the centre of our 2019 work were:

#### **Increasing Stimulating Learning**

- Building practice excellence
- Build staff capacity to effectively interpret and use a broad range of data to inform teaching practice.
- Implement Processes for student feedback to teachers
- Embed High Reliability Teaching Procedures and build practices in Writing
- Improve the teaching of Career Education across the College

#### **Setting expectation and promoting inclusion through**

- Implementing a Positive Culture and Behaviour Program
- Adopting practices which specifically promote the expectation of individual excellence
- Strengthen programs which build student's pride in Thomastown Secondary College and in themselves
- Improve student attendance

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

### **Achievement**

The College has embedded the pedagogical model, curriculum continuums are complete and major work requirements are consistent across the college. Parents receive timely updates as to student progress and continue to participate in student conferencing at Yrs. 7-10. The increased use of Compass now means staff are able to share ideas and resources more effectively and students have continual access to these through a college initiative which provides

laptops for all students. A focus on developing formative assessment rubrics and the beginnings of differentiated rubrics for student tasks has been introduced but will be continually revisited and renewed. Funding has been set aside for professional development with Ralph Pirozzo.

A positive Performance and Development culture supports staff professional growth, and the Peer Observation Framework focus is on ensuring the pedagogical model is continually strengthened. Reading practice has continued to strengthen and while not yet at the State median, the College result had moved decisively to be within the middle 60% of Victorian Government Secondary colleges. The results for numeracy do not reflect these improvements and are now a focus for 2020. The supportive learning culture will allow objective assessment of the causes of this and corrective measures to be put in place.

The College takes great pride in the continual improvement in VCE outcomes having achieved the greatest improvement for any secondary college in the metropolitan area in 2020 (As measured against the median study score of all Victorian VCE students). For the fifth consecutive year the measure for positive exit destination data is significantly higher than that of the State. Looking at the impact of the programs and structure of the College it is rewarding to note, that while the Naplan data for our 2019 graduates assessed their skills for Reading and Numeracy (Naplan) in Yr 7 as being the bottom 20% of the State, the measure for successful pathways at the end of their Yr 12 now puts them in the top 20% of the State, well above the State median. This is a significant achievement.

## Engagement

Our engagement goal is to increase student engagement in the College and the wider community and to further develop students' sense of belonging and connection to the College, family, peers and the community. In 2019 programs we continued to build peer leadership with the well-being team providing training for all Yr. 10 leaders using the Peer Support framework. Student leaders then worked with every student in Yrs. 7-9 within our vertical Home Group structure. These groups provided a vehicle by which to canvass student opinion across a wide range of college, local and global issues and to feed the outcomes directly back to the Student Representation Council and onto school council. As a result, there were a number of significant changes to curriculum delivery and learning support. Parent and Staff survey outcomes continue to be above the State median. The percentage of new staff increased as a result of an increased numbers on family leave.

Our absence data is being continually monitored and showing a slight improvement. Our retention rate is showing a bigger improvement. Our major concern remains with the small number of students with significant absences. In most cases there is a family-based pattern and very little change is achieved regardless of strategy used or the number of external support agencies available. Overseas family holidays are still very common in Years 7-10 and we can see how absences drop dramatically once students start their VCE studies. VCAA provides schools with considerable autonomy to make rulings on days absent from VCE studies not available at the lower levels.

The College continues to enjoy a number of strong relationships with external organisations. Our students participate in a growing number of mentoring programs offered by The Australian Business Community Network, Latrobe University, The University of Melbourne, Schools Plus 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 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 significant 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 other College events and by their survey responses. The school uses the school newsletter and the webpage to keep families aware of, and involved with College activities..

The culture of Thomastown Secondary College has always placed the health and wellbeing of each student at its very core 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 in Naplan indicates a substantial impact by the program during 2018 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 2019. 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.

A major upgrade to the gymnasium seating postponed to the 2020 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 a year are left standing as none of our current venues can accommodate the number of people who now attend. Having a space big enough and with appropriate seating to accommodate our parents and families for at least one cohort at a time is critical if families are to feel valued and for participation and ownership to continue to grow.

2019 was the year of the College Review and some of the College FISO priorities have changed for 2020. A decision to postpone the appointment of specialist teachers in 2018 and appoint acting specialists teachers in 2019 has enabled the College to tag Statewide 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**  
<https://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

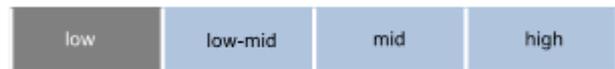
#### Enrolment Profile

A total of 587 students were enrolled at this school in 2019, 295 female and 292 male.

68 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).

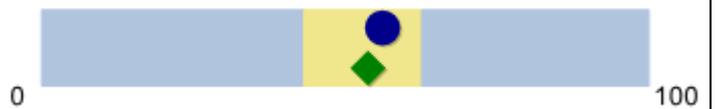
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



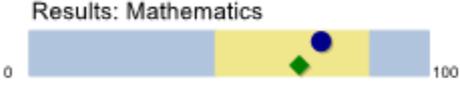
#### School Staff Survey

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

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 </p> <p>Above </p>

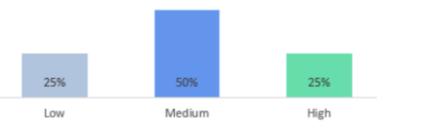
## Performance Summary

**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>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>Below </p>

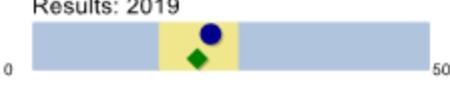
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><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>            28% Low, 59% Medium, 12% High</p> <p><b>Numeracy</b>            35% Low, 49% Medium, 16% High</p> <p><b>Writing</b>            31% Low, 60% Medium, 9% High</p> <p><b>Spelling</b>            26% Low, 55% Medium, 19% High</p> <p><b>Grammar and Punctuation</b>            30% Low, 57% Medium, 13% 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>            19% Low, 54% Medium, 27% High</p> <p><b>Numeracy</b>            34% Low, 49% Medium, 18% High</p> <p><b>Writing</b>            42% Low, 52% Medium, 5% High</p> <p><b>Spelling</b>            25% Low, 51% Medium, 24% High</p> <p><b>Grammar and Punctuation</b>            36% Low, 47% Medium, 17% 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>Similar </p>

Students in 2019 who satisfactorily completed their VCE: **94%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **12%**  
 VET units of competence satisfactorily completed in 2019: **99%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A**

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar												
 Below															
Engagement	Student Outcomes	Similar School Comparison													
<p><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>Similar </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>88 %</td> <td>88 %</td> <td>85 %</td> <td>87 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	88 %	85 %	87 %	93 %	93 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
88 %	88 %	85 %	87 %	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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</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

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>Below</b> <span style="color: blue; 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>Below</b> <span style="color: blue; 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	\$7,692,103	High Yield Investment Account	\$2,828,434
Government Provided DET Grants	\$1,538,981	Official Account	\$26,362
Government Grants Commonwealth	\$9,783	Other Accounts	\$174
Government Grants State	\$4,281	<b>Total Funds Available</b>	<b>\$2,854,971</b>
Revenue Other	\$61,348		
Locally Raised Funds	\$244,363		
<b>Total Operating Revenue</b>	<b>\$9,550,859</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,358,753		
Equity (Catch Up)	\$70,454		
<b>Equity Total</b>	<b>\$1,429,207</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,188,317	Operating Reserve	\$175,921
Books & Publications	\$14,239	Funds Received in Advance	\$200
Communication Costs	\$14,523	School Based Programs	\$2,201,050
Consumables	\$266,157	Capital - Buildings/Grounds < 12 months	\$653,721
Miscellaneous Expense <sup>3</sup>	\$266,106	<b>Total Financial Commitments</b>	<b>\$3,030,892</b>
Professional Development	\$30,473		
Property and Equipment Services	\$227,152		
Salaries & Allowances <sup>4</sup>	\$179,333		
Trading & Fundraising	\$16,556		
Travel & Subsistence	\$4,572		
Utilities	\$121,953		
<b>Total Operating Expenditure</b>	<b>\$8,329,379</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,221,480</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 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)

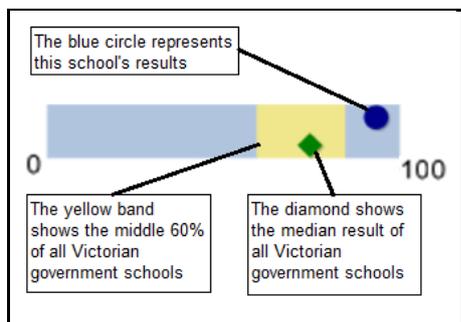
### Engagement

- 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').