

# 2019 Annual Report to The School Community



School Name: Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

- 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 19 March 2020 at 04:55 PM by Julie Mason (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 24 March 2020 at 04:19 PM by Simone Lockwood (School Council President)

## About Our School

### School context

#### Mission

At Baden Powell College we provide high level educational services to the community we serve. All students will become active citizens and life long learners.

#### Vision

Baden Powell College values are personal best, commitment to excellence and community action.

- we always strive to achieve our personal best at every opportunity
- we always have a commitment to excellence in every aspect to our organisation
- we always seek out community connections and promote positive action in local, national and global contexts.

#### Unique Challenges of Our Setting

#### Organisational

The college is a multi-campus, mixed primary-secondary setting that has a P-6 in Hoppers Crossing and a P-9 in Tarneit. This presents acute challenges in developing consistency in areas such as collaboration, teacher development and instruction.

#### Staff

The College has a large amount of part-time staff and changing time fractions. This provides an opportunity to improve its induction strategies.

#### Community

The College is situated in a high growth corridor in the City of Wyndham. Large areas of the College catchment zone is high-rental. This presents challenges to effective long-term planning as the rate of transience is high and enrolment numbers can be unpredictable.

#### Students

Baden Powell College students bring with them diverse cultures, experiences and abilities. There is a high proportion of EAL students, a large number of students on the PSD program and a growing number of high-achievers. Although the College has maintained a relentless focus on differentiation, this diversity has presented challenges in student outcome data.

A brief summary of the College performance in the 2019 Annual Implementation Plan goals is included below, accompanied by the 2020-2023 SSP goals that outline the future direction.

### Framework for Improving Student Outcomes (FISO)

The College chose to focus on the following FISO dimensions in the 2019 school year:

Building practice excellence - this was evident in two goals from the Annual Implementation Plan from 2019. Learning and science specialists continued in their role and attempted to make contact and support all staff. Professional Learning Communities were embedded, with training provided to middle leaders during the school year.

Evidence-based high-impact teaching strategies - this was evident in the goal regarding feedback. The college implemented a professional learning focus on feedback, both to staff and to and from students.

Evaluating impact on learning - this was evident in the goal regarding writing. Staff undertook Professional Learning Community {PLC} Inquiry cycles, were exposed to a number of different professional learning activities and moderated writing samples extensively.

## Achievement

### Accessing Learning Specialists

The Learning Specialist role evolved at Baden Powell College in 2019. Although not all teachers were able to access their expertise, planning has been done to ensure their presence at more shared planning and in more classrooms.

### Feedback

The College invested in professional learning for staff based around providing feedback to students, staff and leaders. Some teams conducted a PLC Inquiry Cycle with feedback as the theme.

### Professional Learning Communities

Professional Learning Communities were effectively rolled out in 2019, with a focus on supporting and building the skills of middle leaders to deliver this. Most professional learning at the College now takes place in the form of a PLC Inquiry Cycle.

### Writing Growth

The College did not meet its bold target of 1.2 years growth over one year. The College did invest in professional learning for staff, partnering with other schools in a Community of Practice.

In 2019 there were 61 students receiving support from the Program for Students with a Disability (PSD). Most of these students either had an Intellectual Disability or Autism. The financial support received from the Department of Education was used to employ 31 ESO's who worked in the classroom providing 1:1 support, individualised programs and instruction under the guidance of the classroom teacher, as well as to provide each student with an iPad. We also provided students with individualized/small group support from a qualified Speech Therapist, Occupational Therapist and Social Worker. In addition to this there are two trained speech assistants, three EAL staff and an ESO trained to support in Levelled Literacy Intervention. The results of this support has enabled the integration of students with a disability to transition into mainstream schooling providing experiences for the student to develop life skills for their future and to access all programs offered at Baden Powell College.

The College's direction for 2020-2023 is briefly summarised below:

Intent: The College is pursuing the improvement of its NAPLAN benchmark growth in reading, writing and number over the next four years.

Why: In 2019, the college was rated at 'stretch' for reading and at 'renew' for numeracy. The relentless pursuit in these curriculum areas will lead to supporting the college's objective to develop life long-learners who are confidently literate and numerate and have a passion for, learning.

Priority: The college will prioritise the development of a sustainable and effective approaches to instruction, teacher development and collaboration.

## Engagement

The College has remained steady in some indicators related to Engagement. Attitudes to Attendance (in the ATOSS) has remained stable over three years, rising from 83% (2017) to 84% (2019). Student Motivation and Interest has also

remained steady, rising from 78% (2017) to 79% (2019). The College has also remained steady with attendance indicators. In 2017, 19% of students were away for 30+ days in the school year and this has slightly increased to 21% in 2019. The College has reviewed its attendance protocols and there is a new goal set in the SSP for 2020-2023. The Attendance Team met regularly, identifying students, conducting home visits and developing tailored Attendance Plans to curb increasing absence.

A summary of the College's goals is included below:

Intent: The College is pursuing the improvement of data related to teaching and learning in the parent, staff and student surveys.

Why: The school review in 2019 found that approaches to student voice, agency and engagement were inconsistent across the College. There are examples of excellence in parts of the college and our next step is to synergised a sustainable approach. This will support the college objective to develop life long-learners who are confidently literate and numerate and have a passion for learning.

Priority: Our College will prioritise the sharing of best practice in the areas of curriculum, relationships and instruction.

## Wellbeing

The College continues to provide a number of services to support the unique learning needs of students. Baden Powell invested in literacy and numeracy intervention programs in the Early Years, an EAL team and employed full-time a speech pathologist, occupational therapist and social worker. In 2020, the College has access to MYLNS funding to provide intervention programs to secondary students identified as at-risk. Baden Powell continues to promote wellbeing in its curriculum, with programs such as Berry St training, Respectful Relationships, the Zones of Regulation, Friendly Kids, Friendly Classrooms and other programs supporting the wellbeing needs of students. The College has seen an increase in positive responses related to bullying, with 42% endorsement in 2017 increasing to 46% endorsement in 2019.

A summary of the College's goals for 2020-2023 is included below:

Intent: The College is pursuing the improvement of data related to social and emotional wellbeing in the parent, staff and student surveys.

Why: Areas within the student and staff surveys related to safety and wellbeing are opportunities for improvement for the college. Like many schools, Baden Powell College is responding to an increased mental health challenges and there is an opportunity to develop a more holistic approach. This will support the college objective to develop life long-learners who are confidently literate and numerate and have a passion for learning.

Priority: The college will prioritise the development of holistic approach to social and emotional wellbeing.

## Financial performance and position

All funds received from the Department, or raised by the school, have been appropriately expended in accordance with the procedures and protocols developed for the Finance Committee and the School Council. This resulted in an annual surplus with little variation in relation to revenue, equity funds and expenditure. This occurred predominately as a result of a predicted reduction in student enrolment trends. During 2019 the school completed a major grounds project with funds secured by a department grant and locally raised funds. Throughout this major project School Council approvals and the intent/purposes for which funds was provided were adhered to in a timely manner.

**For more detailed information regarding our school please visit our website at**

**<https://www.bpc.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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

### School Profile

#### Enrolment Profile

A total of 1157 students were enrolled at this school in 2019, 533 female and 624 male.

40 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



(Primary Year Levels)

**Performance Summary**

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Below </p> <p>Below </p>

(Primary Year Levels)

# Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools:		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools:		Above	Similar	Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </p>		

(Primary Year Levels)

# Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>54%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>47%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	52%	14%	Numeracy	32%	45%	24%	Writing	35%	53%	12%	Spelling	30%	54%	16%	Grammar and Punctuation	39%	47%	14%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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**(Primary Year Levels)**

**Performance Summary**

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

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" data-bbox="544 965 1019 1061"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	90 %	90 %	91 %	90 %	90 %	<p>Similar school comparison not available</p>
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(Primary Year Levels)

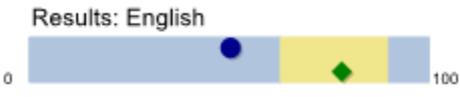
Performance Summary

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

(Secondary Year Levels)

**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><b>Below</b> ●</p> <p><b>Below</b> ●</p>

(Secondary Year Levels)

**Performance Summary**

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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 <span style="color: lightblue; font-size: 2em;">●</span></p> <p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>

(Secondary Year Levels)

**Performance Summary**

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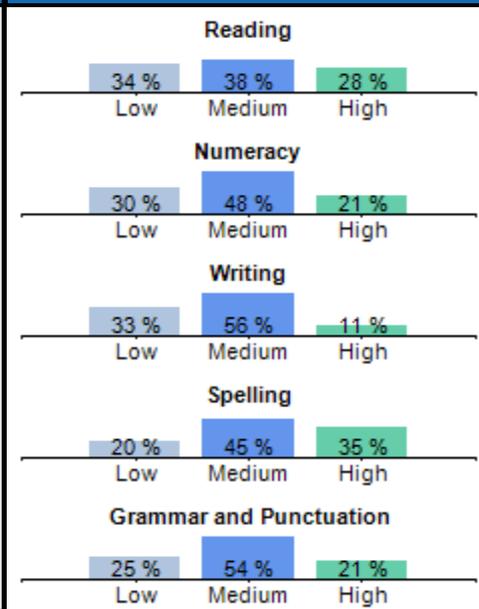
**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
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**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 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'.



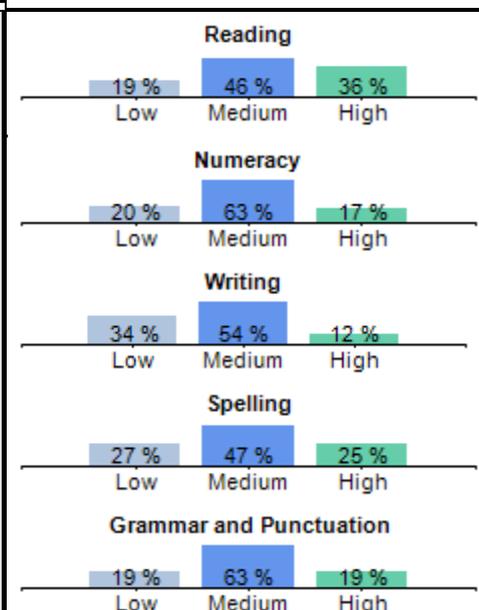
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

**NAPLAN Learning Gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.



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.

Statewide Distribution of Learning Gain (all domains)

**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.

No Data Available

No Data Available

No Data Available

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

(Secondary Year Levels)

**Performance Summary**

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

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><b>Below</b> </p>												
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Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	86 %	84 %	NA	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p>												

(Secondary Year Levels)

## 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: ◆

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Wellbeing	Student Outcomes	Similar School Comparison
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<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: 20px;">●</span></p>
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## 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	\$11,118,373	High Yield Investment Account	\$440,688
Government Provided DET Grants	\$1,734,365	Official Account	\$53,365
Government Grants Commonwealth	\$51,114	<b>Total Funds Available</b>	<b>\$494,053</b>
Government Grants State	\$4,507		
Revenue Other	\$39,880		
Locally Raised Funds	\$633,182		
Capital Grants	\$32,240		
<b>Total Operating Revenue</b>	<b>\$13,613,661</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$605,576		
Equity (Catch Up)	\$28,882		
<b>Equity Total</b>	<b>\$634,458</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$10,672,952	Operating Reserve	\$348,043
Books & Publications	\$6,311	School Based Programs	\$66,011
Communication Costs	\$19,468	Capital - Buildings/Grounds < 12 months	\$80,000
Consumables	\$147,691	<b>Total Financial Commitments</b>	<b>\$494,053</b>
Miscellaneous Expense <sup>3</sup>	\$728,795		
Professional Development	\$12,822		
Property and Equipment Services	\$473,281		
Salaries & Allowances <sup>4</sup>	\$532,054		
Trading & Fundraising	\$62,366		
Travel & Subsistence	\$5,268		
Utilities	\$141,093		
<b>Total Operating Expenditure</b>	<b>\$12,802,101</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$811,561</b>		
<b>Asset Acquisitions</b>	<b>\$586,621</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)

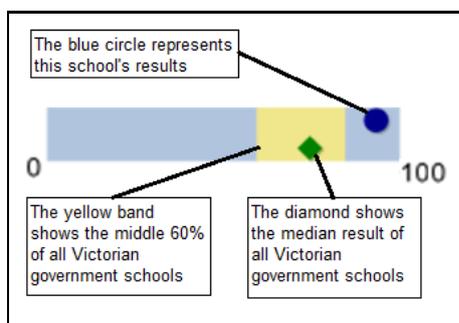
### Engagement

- 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').