

2018 Annual Report to The School Community



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



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 24 April 2019 at 03:11 PM by Julie Mason
(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 24 April 2019 at 03:13 PM by Simone Lockwood
(School Council President)

About Our School

School context

Baden Powell College (BPC) is located in the City of Wyndham, west of Melbourne and is a dual campus college consisting of Derrimut Heath Primary (opened in 1992) and Tarneit Prep – Year 9 (opened in 2008). In 2018, the February census indicated that 1224 students were enrolled at BPC (572 female and 652 male). The trend of reduced enrolments continues with a decrease of 104 compared to 2017.

We have a very diverse community which represents more than 60 different languages spanning 50 different countries. The School Family Occupation (SFO) at Tarneit was identified as 0.57 in 2018 and at Derrimut Heath was 0.48. We have 41% of students funded as English is not spoken at home and 1% were Aboriginal or Torres Strait Islander. The college is staffed by 4.0 Principal Class, 4.6 Leading Teachers, 1 Learning Specialists and 71 effective full time classroom teachers. The college was well served by 33.5 effective fulltime Education Support Staff of which 16.5 was Disability support and included in this number is an Occupational Therapist, Social Worker, Speech Pathologist and 2 part time Speech Assistants.

Our School Performance Summary Report provided a comprehensive account of student learning outcomes. Our College continued to maintain stable results in Reading Achievement, Student Attitude and Participation in 2017. Teacher judgment of student achievement was assessed against the Victorian Curriculum as significant work was done to audit planning documents related to English and Mathematics to align with the Victorian Curriculum and significant was done to audit the practice related to student writing. With teacher judgement in levels Prep to 6 at or above age expected standards our College rated in English 88.2% just below the state median of 90.1%, and in Mathematics we rated 88.7% with the State Median at 91.1%. In the years 7-9 in both English and Mathematics we were placed lower by school comparison. This placed us Similar to other schools. During 2018 there was a focus on building teacher capacity to assess students against the Victorian Curriculum and to deliver students reports based on all elements of the Victorian Curriculum through Compass Reporting. Work was also done to build teacher knowledge and confidence in teaching digital technology.

The NAPLAN results, whilst variable, placed us in Years 3 and 5, Similar to other schools in the top 3 bands both in 2018 and as a four year average. In Year 3 Reading, 78.8% we were slightly above the State Median of 76.5% and with Year 5 Numeracy in both the Year 2018 and the four year average we were .6% and 1.4% below the State Median. In terms of Learning Gain the highest growth between Year 3 and 5 happened in Numeracy and Spelling and the lowest in Writing. In the years 7-9 as measured by the Top 3 Bands, we were placed as Similar in Year 9 Reading and lower in Year 9 Numeracy and taking account of the four year average we were placed as Similar to like schools. With regards Learning Gain the highest was 31.2% for Year 5-7 Spelling and the lowest was 9.3% for Year 7-9 Writing.

- Relative growth shown for Year 3-5 indicates a significant increase in high growth in reading, spelling, writing and grammar & punctuation. Numeracy at DHPS and reading, numeracy and writing at Tarneit indicated lower than expected high growth results.
- Relative growth shown for Year 5-7 indicates a significant increase in high growth in reading, writing and numeracy. Spelling and grammar & punctuation would be areas of focus in 2018.
- Relative growth shown for Year 7-9 indicates a significant increase in high growth in numeracy and reading, whilst writing, spelling and grammar & punctuation would be areas of focus in 2018.

In 2018, we had 7 students from a Koori background, 1 Torres Strait Islander and 1 student from both (9 in total) in Year P-9. These students were provided with extra tuition in both Literacy and Numeracy through small group programs and some individual teaching. Across the College, students in each class within each level were assessed against the Fountas and Pinnell Benchmark Assessment System (BAS). This system assesses both decoding and comprehension capacities of students and allows for teachers to see a very explicit point of learning for each child. A very successful Levelled Literacy Intervention Program was supported by a number of intervention staff across the College. A dedicated team of multicultural aides, and teachers led by an Assistant Principal was charged with providing a comprehensive program to cater for students from a background with English as an additional language.

Ongoing professional learning and capacity building for teachers continued to be provided in 2018 for all teachers across the college. In 2018 we consolidated the Purposeful Learning Community structure that was led

by the Principal Class. Along with leading teachers and team leaders, the Purposeful Learning Community model ensured that ongoing professional learning was offered in the form of workshops, demonstration lessons and data analysis, as part of weekly team meetings. The College was selected to be a part of an initiative called Leading Professional Learning Communities and a team of Leading Teachers as well as representatives from the Principal Class attended several days of professional learning. This experience has only strengthened our commitment to building the capacity of our teachers to reduce any variability of student outcomes across learning spaces.

Data uploaded to the Student Performance Analyser (SPA) formed the basis of such data conversations and enabled teaching partnerships and teams to better understand student needs and to provide differentiated lessons. Leaders regularly conducted Learning Walks and observed lessons.

During the course of 2018 a Student Centred approach to coaching was implemented by the Pedagogy Team and will continue in 2019.

During the course of 2018 the College continued to implement Compass as a communication tool. Staff and parents have continued to develop confidence and expertise has increased with all aspects of the program. Compass Pay, Compass Reporting, the use of Chronicle to inform parents and daily role marking have become common practice.

In 2018 the College was very well resourced with leased computers with a ratio of 1 to 5 in our P-6 classes, 1 to 1 in Years 7- 9. This was supported by the opportunity for parents to purchase a 1 to 1 device through EduNET (BYOD). The uptake through EduNET has steadily increased over the past 12 months.

We continued to receive useful feedback from the Parent Opinion Survey with overall percent endorsement of Parent satisfaction at 79.1%, 5.1% above the State Median of 74.0%, and for School Climate 53.5% and the State Mean being 58.3%.

At Derrimut Heath campus, there was:

- An average of 77% satisfaction in Parent Engagement, 79% satisfaction in School Ethos and Environment, 88% satisfaction in Student Engagement, 79% satisfaction in Student Development, 82% satisfaction in Safety and 89% satisfaction in Connection & Progression.

At Tarneit, there was:

- An average of 75% satisfaction in Parent Engagement, 72% satisfaction in School Ethos and Environment, 86% satisfaction in Student Engagement, 78% satisfaction in Student Development, 78% satisfaction in Safety and 86% satisfaction in Connection & Progression.

Framework for Improving Student Outcomes (FISO)

Our 2018 Annual Implementation Plan focused on two FISO Improvement Initiatives of 1) Excellence in Teaching & Learning - Building Practice Excellence and 2) Building Leadership Teams – Professional Leadership. In 2018 we were successful in implementing the following Key Improvement Strategies which include, but were not limited to:

Excellence in Teaching & Learning - Building Practice Excellence

- build the skills of teachers to deliver lessons by adopting an evidence based whole school approach to instructional practice within an agreed framework.
- utilize agreed assessment strategies and data analysis to identify and teach to a student's point of learning.
- ensure improved teaching in every classroom.
- Increase the relative learning growth of all students in English and Mathematics across the College through effective teaching in every classroom driven by data.
- Develop a culture of improved collective accountability through feedback protocols and processes that focus on the practice and behaviours.
- Implement an evidence based pedagogical model of teaching and learning that ensures the learning needs all students are met and decrease the variability between classroom practices supported by timely feedback and coaching.

Building Leadership Teams – Professional Leadership

- Revisit and refine protocols, team norms and trademark behaviours.
- Defined and published leadership role description documents and College Leadership Organisational Model.

- Delivered to some extent the Student Centred Coaching Program.
- Strengthened the Purposeful Learning Community Model across the college fostering role clarity and leadership potential within.
- Develop a student centred model of coaching support for all teachers.

Achievement

In 2018 all teachers assessed students against the Victorian Curriculum in semester 1 and semester 2. Whilst we did not achieve the expected growth in number, reading and writing (teacher judgments), we did have some success with grammar and punctuation and spelling in our NAPLAN results. The results below highlight the average growth of students we kept from Semester 2 2017 to Semester 2 2018 based on teacher judgments.

Reading

Prep - 98 students - 12 months growth in 12 month period
 Year 1 - 98 students - 10 months growth in 12 month period
 Year 2 - 99 students - 10.3 months growth in 12 month period
 Year 3 - 122 students - 12 months growth in 12 month period
 Year 4 - 109 students - 12 months growth in 12 month period
 Year 5 - 92 students - 11 months growth in 12 month period
 Year 6 - 135 students - 10 months growth in 12 month period
 Year 7 - 65 students - 7.5 months growth in 12 month period
 Year 8 - 69 students - 9.8 months growth in 12 month period
 Year 9 - 52 students - 7.2 months growth in 12 month period

Writing

Prep - 98 students - 11 months growth in 12 month period
 Year 1 - 98 students - 9.7 months growth in 12 month period
 Year 2 - 99 students - 11.4 months growth in 12 month period
 Year 3 - 122 students - 11.3 months growth in 12 month period
 Year 4 - 109 students - 12.6 months growth in 12 month period
 Year 5 - 92 students - 11.3 months growth in 12 month period
 Year 6 - 135 students - 11.2 months growth in 12 month period
 Year 7 - 65 students - 9.4 months growth in 12 month period
 Year 8 - 69 students - 8.8 months growth in 12 month period
 Year 9 - 52 students - 8.7 months growth in 12 month period

Number

Prep - 98 students - 12 months growth in 12 month period
 Year 1 - 98 students - 10.7 months growth in 12 month period
 Year 2 - 99 students - 11 months growth in 12 month period
 Year 3 - 122 students - 10.7 months growth in 12 month period
 Year 4 - 109 students - 12 months growth in 12 month period
 Year 5 - 92 students - 12 months growth in 12 month period
 Year 6 - 135 students - 12 months growth in 12 month period
 Year 7 - 65 students - 3 months growth in 12 month period
 Year 8 - 69 students - 3 months growth in 12 month period
 Year 9 - 52 students - 3 months growth in 12 month period

Whilst our goal was to have 100% of our students achieve 12 months growth in a one academic year in number, reading and writing, we did not achieve our desired results based on teacher judgments. Some facts about reasons why students did not achieve our desired outcomes can be explained by the following:

- A large number of our students arrive to school with limited or no kinder or pre-school experience
- 55 different languages spoken in BPC
- 232 students were on an EAL report in 2018

Some success in our results were prep and year 4 reading, year 4 and year 5 number and year 4 writing whereby 12 months or more growth was achieved in a 12 month period.

Whilst we did not achieve our set goal in all year levels in 2018, with ongoing professional development on Professional Learning Communities (PLC's) and a focus on collaboration and student feedback, we have set our 2019 AIP goal to be 14 months growth in a 12 month period. Ambitious but we believe achievable.

Engagement

In 2018 in the Primary setting we recorded more absences than expected whilst across a four year average we are similar to like schools. In the years 7-9 however we rated as similar to like schools. Absence data suggests that this is due to illness and extended family holidays. A concentrated and purposeful/planned/targeted approach has continued to be applied to improve student attendance rates. The benchmark for attendance was placed at 80% in 2018. A committee meets regularly to analyse trends in student absenteeism with strategies in place to address emerging concerns.

Whilst considerable work has continued to be carried out, on an ongoing basis, through the School Wide Positive Behaviours Program (SWPBP) and the 'It's Not Ok to Be Away' initiative, teams will need to continue developing strategies and checks to ensure that students attend on a daily basis and in a timely fashion. Considerable work was done within Purposeful Learning Communities to contact parents and stress the importance of everyday attendance at school.

On a daily basis, absences and late arrivals are followed up with phone calls to parents and caregivers of secondary students. To increase engagement for students with a disability, the College continues to provide 1:1 Education Support Officer to allow these students to integrate successfully into the mainstream curriculum. The utilization of Compass as a vehicle to inform and remind parents has assisted in achieving goals to increase attendance and timely arrivals at school and noted positive and at risk behaviours shown by students.

The 2018 Student Attitudes to School Survey for the years 4 to year 9 produced mixed results. The Overall School Report indicated the following:

- 68% student satisfaction with Effective teaching practice for cognitive engagement
- 70% student satisfaction with Teacher-Student relations
- 91% student satisfaction with Learner characteristics and disposition
- 69% student satisfaction with Social Engagement

Each year, we also provide our prep to grade 3 students an opportunity to complete their attitude to school survey (Transition Survey) to establish satisfaction whilst in class and beyond the learning space. The results show that students in Prep to Grade 3 are:

- 95% are happy in their classroom
- 93% look forward to coming to school
- 86% feel safe at school

Our School Strategic Plan (SSP) identifies Student Leadership and Student Voice as forming part of our focus in developing opportunities for enhanced leadership roles and responsibilities for students in Years 5 to 9. Such programs as EarlyAct and Interact (Rotary International sponsored) will continue to increase school connectedness and engagement. The College will continue to maintain its involvement in the School Wide Positive Behaviours Program. Within every Prep to Year 4 class, teachers are encouraged to display visual charts focussing on strategies from the CASEA Social Skills Program.

Wellbeing

Data from the Attitudes to School Survey-Sense of Connectedness indicated that in comparison to similar schools we were lower, with the overall primary percentage at 64% and secondary at 50%. The lowest percentage response score for both primary and secondary students was related to the sense of feeling proud of being a student at school.

Baden Powell College continues to implement a comprehensive transition program that incorporates support for students entering the college from kindergarten. An annual three-week transition program is provided in November for students within the college for Prep – Year 6 as well a new initiative called 'Early Start' which enables current year 6 students to experience year 7 and 8 for a week. The college also seeks to ensure that students exiting in Year 9 are supported in their pathways to future education with the majority of students going to Tarneit Senior Secondary College.

The Year 9 team offer students opportunities to investigate future career paths and provide opportunities for volunteer work. The College also supports students with 'work readiness' initiatives, including job application writing and resume` creation, etiquette and job interview skills practice.

Transition Coordinators from local Secondary Schools liaise with our secondary school staff to coordinate transition programs for students moving there in Year 10.

A continued area of focus is the emotional and behavioural developmental status of children entering at foundation level. Trends over past years indicate an increase in the risk level and number of students experiencing emotional and conduct problems, hyperactivity and unacceptable peer interactions. Our teachers use the Learning and Education Support (ABLES) assessment tool. This tool supports the teaching and learning of students with disabilities and additional needs as well as other students who present with social and behavioural needs.

In 2017 we were accepted as a lead school to implement the new Respectful Relationship program. This is a new initiative from DET with fabulous support materials being provided to all teachers. All staff were provided important professional learning related to family violence and responding to student disclosures. An aspect of this program saw us mentoring 4 other local primary and P-9 schools. Our role as a Lead School continued in 2018.

Also, in 2017, a new initiative was implemented from DET called 'Lookout'. This meant that each school will have a 'designated teacher' for any student living in an "out of home care" placement. In 2018 there were 5 students at our college who received extra support by way of developing a plan but then left the country.

As a participant in the School Wide Positive Behaviour Program, our College continues to implement positive behavior support practices such as Kool Zone, Gotcha Rewards and CASEA workshops. There is a strong emphasis on restorative practice to resolve problems and restore relationships. In 2018 there was a whole college review about this program seeking feedback on how effective the programs have been. The result of this review has seen existing programs strengthened and the Zones of Regulation Program introduced. Our Peer Mediation Program remains a success in providing life skills and leadership development for students in year 5/6 who assist younger students to solve problems.

In 2018 there were 53 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 30 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.

Financial performance and position

- (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 04 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.
- It should be noted that there is a considerable amount of money invested for the oval development to take place

in 2019, including a Capital Grant of \$128960. Diligent College Financial management continues.

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 1224 students were enrolled at this school in 2018, 572 female and 652 male.

42 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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <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>

(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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>37%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	21%	Numeracy	38%	37%	26%	Writing	35%	53%	11%	Spelling	23%	51%	26%	Grammar and Punctuation	35%	46%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	50%	21%																							
Numeracy	38%	37%	26%																							
Writing	35%	53%	11%																							
Spelling	23%	51%	26%																							
Grammar and Punctuation	35%	46%	19%																							

(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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>School Comparison 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>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>														
	<table border="1"> <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>90 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	90 %	92 %	91 %	90 %	91 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	90 %	92 %	91 %	90 %	91 %										

(Primary Year Levels)

Performance Summary

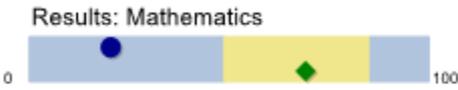
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>○ Lower</p> <p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</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>○ Lower</p> <p>○ Lower</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: 

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</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: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Lower</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

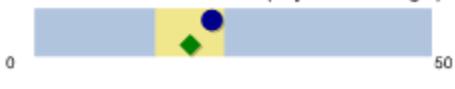
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>Victorian Certificate of Education (VCE)</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</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:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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>School Comparison 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 1034"> <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>89 %</td> <td>89 %</td> <td>87 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	87 %	NA	NA	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	87 %	NA	NA	NA									
<p>Student Retention</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>No Data Available</p>												
<p>Exit Destinations</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> <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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,062,609	High Yield Investment Account	\$698,042
Government Provided DET Grants	\$1,703,326	Official Account	\$25,547
Government Grants Commonwealth	\$34,088	Other Accounts	\$0
Government Grants State	\$6,311	Total Funds Available	\$723,589
Revenue Other	\$41,164		
Locally Raised Funds	\$547,865		
Capital Grants	\$128,960		
Total Operating Revenue	\$13,524,322		
Equity¹			
Equity (Social Disadvantage)	\$580,517		
Equity (Catch Up)	\$26,348		
Equity Total	\$606,865		
Expenditure		Financial Commitments	
Student Resource Package ²	\$10,797,816	Operating Reserve	\$386,796
Books & Publications	\$17,972	Capital - Buildings/Grounds < 12 months	\$336,793
Communication Costs	\$17,832	Total Financial Commitments	\$723,589
Consumables	\$230,535		
Miscellaneous Expense ³	\$716,022		
Professional Development	\$17,383		
Property and Equipment Services	\$720,859		
Salaries & Allowances ⁴	\$466,429		
Trading & Fundraising	\$79,797		
Travel & Subsistence	\$4,756		
Utilities	\$139,493		
Total Operating Expenditure	\$13,208,895		
Net Operating Surplus/-Deficit	\$315,428		
Asset Acquisitions	\$82,132		

(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)

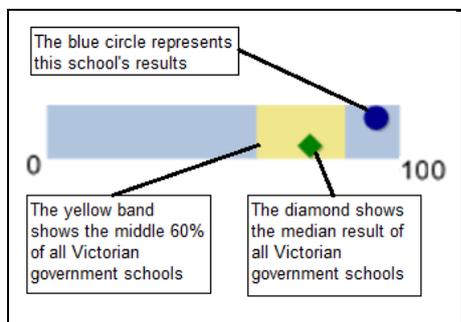
Engagement

- 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).

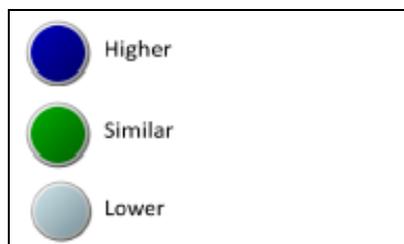


What does *School Comparison* refer to?

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').