

2018 Annual Report to The School Community



School Name: **Bundoora Secondary College (7874)**



- 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 18 March 2019 at 12:26 PM by Anesti Anestis (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 03 April 2019 at 12:39 AM by Julie Taylor (School Council President)

About Our School

School context

Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne. The College currently has 365 students and is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus.

This complex is set within spacious grounds that include courtyard style buildings, which contain specialist areas including the recently refurbished Library Resource Centre, the ECA Centre contains a gymnasium, new fitness facility, and Drama studio, The Arts and Technology areas include Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. Science rooms are fully equipped for practical experiments and activities.

Computer Pods are accessible throughout the College to support all curriculum learning programs.

The school changed to the student empowerment model known as 'Take Control' in 2017. This model incorporates a vertical structure with a wide range of electives at different levels. Students have a great deal of choice surrounding their pathways and all students have an individualised learning plan. The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

Students at BSC are not bound by the traditional year level classes. The school is broken into Entry Year (the traditional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need.

Rigour remains a core value so high expectations of students will continue and progress will be routinely reported against the BSC Great Student (21st century skills matrix) and the skills contained in the Victorian Curriculum to ensure that all students will achieve success.

We are a diverse community from a range of backgrounds including indigenous, ESL and refugee families. The enrolment declined over the previous 5 years until the change in model to 'Take Control'. These curriculum changes have seen enrolment numbers increase in 2017 and 2018. We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs). We provide a variety of opportunities for student voice at BSC such as a Student Leadership council, student lead tours, hosting of assemblies, the holding of positions on College Council. At Bundoora students have an authentic voice and agency in the decision making at the school.

Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through a variety of teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and to work with teachers in developing positive educational outcomes for their children. While formal reporting to parents takes place twice times a year, the College emphasises the continual monitoring and communication of student progress to students and parents.

365 students were enrolled in 2018. The school had a Student Family Occupation of 0.6568 and a Student Family Occupation and Education Index of 0.5658. We had 35.9 equivalent full time teachers which includes 5 Leading Teachers, 2 Principal Class Officers and 18 equivalent full time education support staff.

Framework for Improving Student Outcomes (FISO)

Initiatives addressed in BSC's 2018 AIP were:

- Curriculum Planning and Assessment- This was centered around Implementation of the BSC Great Student matrix: all students to develop in their ability to self-regulate and therefore be in control of their learning and behaviour, language and process.
- Empowering Students and Building School Pride- This was centered on students use of the BSC Great Student Matrix for reflection and self-assessment in conjunction with personalised learning plans and digital portfolios (ILPs).

Given the adoption of the the Take Control model, further focus was placed in establishing the key components- a learning of 21C skills and students self-reporting. The multiple changes in leadership throughout the year, a

refresh in the understanding of the empowerment model has meant that whilst progress was made in these areas, there is still room for innovation and growth. A highlight of our school is the genuine adoption of the 21C skills framework and its importance to the teaching and learning across the College.

Achievement

2018 represented the year of review, as such a significant part of the year was dedicated to analysing past performance and reflecting on possible reasons for these results. From 2014-2018, there has been success in moving students from the lowest bands of achievement into the middle bands for both literacy and numeracy. With numeracy, the numbers of students in the lowest bands had decreased by 2017, although the percentage of students in the top bands for numeracy has not changed, nor has the percentage of students with high learning gain. 2018 NAPLAN results confirm this trend: the lowest achieving students have had high growth, but those in middle and top bands have had low to medium growth.

With reading, there has been high growth between Years 7-9 as evidenced by NAPLAN, On Demand and ACER testing. In 2017 the data showed that 32% of students had high gains between Years 7-9 for reading and outperformed the state mean on this measure by 8 percentage points. 2018 NAPLAN results showed the same trend, with 32.5% of students attaining high growth in reading from Years 7-9 and only 17% with low growth. Moreover from 2015-2017 the percentage of students with high gains in reading was 22%, placing us slightly higher than similar schools across this period of time. There was a significant increase in the number of students in the top reading bands in 2017 (4%) and the percentage of students in the lowest bands decreased. In 2018, 10% of students tested in Year 9 were in the highest bands.

In writing, the results are quite inconsistent, with some years showing high gains and others showing declining performance. Overall, the growth trend has been comparable to similar schools. In 2016, writing growth and achievement was high compared to the state mean, but since then has been very low. As the Take Control model began in 2017, it is possible that inconsistency with literacy practices across the school may be one of the contributing factors to this achievement.

In 2018, VCE student results against predicted GAT scores were lower than expected across the school however the completion of VCE/VCAL completion was higher compared to 2017, and results remain within range for the 4-year average. Improvements identified for junior and middle years will eventually impact positively on our VCE outcomes. Our focus to improve outcomes in 2018 is on staff data literacy and using the information to inform best practice.

The BSCi was implemented late in 2016. Data from the first round of interim reports in Term 1 2017 until Term 2 2018 show a good level of growth, with the whole school average climbing from 1.88 to 2.06 in this period. Refinements to the BSCi content and method of reporting have, and will, produce inconsistencies in the data until the beginning of the new cycle in Term 4 2018.

The future directions are centered around:

- Gathering regular performance data (across various tools) in numeracy and literacy
- Regular analysis of this data followed by targeted teaching and intervention
- Consistency in expectations of student work completion and standard by using agreed reporting and feedback protocols
- Review of the pedagogical approach for subjects offered by the College, and for subjects or learning areas selected by students to ensure consistent application of voice, choice and agency of learning.
- Training for teaching staff in pedagogical approaches that allow for learning that is student centered/driven and designed.
- Development of learning journal (possibly portfolio) for students to showcase elements of their learning (across all areas) that demonstrates the 21C elements of the BSCi
- Use of community partnerships in the classroom. These are in the forms of preservice teachers, tutors from the local universities, organisations such as Edconnect and In2Science.

Engagement

The introduction of PAL and Heads of House in 2017 added a further level of support for all students across the school in terms of their engagement and connectedness. We have increased the opportunities for student leadership across the school and aim to enhance multicultural connections with the wider school community and to provide support for students with special learning needs. We have increased participation and engagement since changing to the 'Take Control' model as demonstrated by the data collected through the Attitudes to School survey.

By the end of 2018 we were proud to have:

- Students select their Pathways and Learning (PAL) teacher who works closely with them as an advisor and mentor related to their pathways planning and learning program. This immediately establishes a sense of connectedness for students and gives them a voice.
- In conjunction with the PAL and their parents, students developing an Individual Learning Plan (ILP) which sets out their chosen program and pathway.
- A vertical structure enables students to select from a range of electives. It allows students to work at their level and to access the curriculum in a way which meets their needs and skill sets.
- Staff, parents and students reporting that the Take Control model was empowering students and raising levels of student engagement in learning. This improved opinion was evidenced in the Attitudes to School Survey (ATSS) where student percentile opinion of Student Voice and Learner Agency moved positively from 59.9 in 2017 to 70.7 in 2018.

The future directions are centered around:

- Professional learning delivered to all staff on understanding data to support student outcomes, growth mindset and high expectations and our development of the Practice Principles
- Embedding the house system and upskilling staff and student leaders
- Multicultural and Koorie leader to support our diverse community.
- Transformation of clubs into STRETCH with has closer alignment to the BSCi (21C skills), cross over areas beyond the curriculum and greater community connection.
- PAL teachers as mentors / advocates who meet regularly 1:1 with the individual
- Development of new merit system aligned to Houses and Student Leadership programs
- Supporting the growth of the Student Representative Council and improving student voice and agency
- Development of the Individualised Learning Plans through a digital portfolio, MIPS and goal setting

At BSC we aim to improve student engagement through a consistent and proactive approach. Our attendance data is similar to other schools in the state and we increased the number of staff supporting attendance follow up for 2018 and further refining this process in 2019. We are passionate about improving the sense of student identity and connectedness to the school. During 2018 we implemented a cross community project with Templestowe College and Mount Alexander College in gathering student feedback to inform teacher practices and increase student voice and agency across the classroom and the College.

Wellbeing

BSC continues to deliver responsive co-curricular programs through the wellbeing team aimed at enhancing student connectedness to school and learning. With the introduction of our new house system for 2018 students are more connected than ever before with a clear link to their PAL, Heads of House and House Leaders. Increased opportunity for student feedback and leadership has been positively received and should allow our SATSS to continue increasing in relation to feedback and student connectedness.

We are continuing to implement the popular city experience program, as research has identified middle years as being a unique stage of adolescence requiring a specific focus in order to maintain and enhance engagement. In addition, we continue to enhance student growth through the peer support program. We also have established an extended individual learning plan for students in priority cohorts and for those who require additional attention across their learning experience at BSC. In term 2 2018 we relaunched the Transitional pathways program -

formerly Parallel Program (aimed at re-engaging those most at risk). Students in the Transitional Pathways program continue to be supported to re-engage in mainstream schooling or suitable alternate pathways. Students in the program have more extended ILPs, detailing their strengths, challenges and goals. These students are closely monitored in terms of their academic and social progress over their time at the school and we are greatly assisted in this respect by the engagement of the Monash University Master of Counselling program, in collaboration with our own programs. With their intern assistance we conduct specifically targeted enquiry groups in response to issues identified from the Student Attitudes to School Survey.

A focused approach to ensuring that students feel they are known and are treated as individuals has continued as we have seen student numbers grow at Entry level (Year 7).

Overseeing transition has been made a key role for one of the Leading Teachers and this, supported by a strong House system, supports positive development in relation to transition into the College. Successful transition is also supported by the continuation of interviews for all students and parents prior to commencement. Student buddies are best matched to foster positive wellbeing.

Ongoing communication in a variety of formats explaining key initiatives keeps students informed and provides opportunities for their voice to help shape the processes, programs and policies of the school. A continued focus on individual support through subject counselling is now available with our pathways counsellor having increased time in the role for 2018. Increased student numbers has led to greater flexibility of courses for students as they have been more likely to get their first preference subjects

The future directions are centered around:

- Professional learning delivered to staff leading teams on respectful relationships, school wide positive behaviours
- Creating snapshots of learners at risk with key information and strategies readily available to parents, students and teachers
- Redeveloping the PAL curriculum program to include - Respectful relationships, school wide positive behaviours and positivity.
- Development of new Response to intervention framework for managing, communicating and supporting behaviors and wellbeing
- Supporting the growth of the Student Representative Council and improving student voice and agency
- Development of the Individualised Learning Plans through a digital portfolio, MIPS and goal setting

Financial performance and position

The College financial position ending 2018 appeared in deficit. This however was an administrative deficit as the necessary funds to pay the deficit were available in the College cash component of the operating budget. This cash has been quarantined to meet payments in 2019.

The College works within its available means to deliver the program and uses its equity and disability funding to provide further support- this is largely the tutoring and aide program.

The future directions are centered around:

- Upgrading and enhancing the digital infrastructure so as to offer high availability and performance.
- Sourcing grants for the re-development of spaces and classrooms
- Creation of a College master plan

For more detailed information regarding our school please visit our website at
<https://www.bundoorasc.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 363 students were enrolled at this school in 2018, 174 female and 189 male.

20 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.8	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	42.3	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	52.6	79.1	64.9	89.9	Lower
Mathematics	50.8	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

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

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

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	36.4	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	36.6	50.8	37.5	66.7	
Year 9	Reading (latest year)	38.0	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	30.6	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	35.1	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	35.8	51.4	38.1	66.0	
Year 9	Reading (4 year average)	31.7	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	28.6	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	48.6	40.0	11.4
Year 5 to 7	Numeracy	30.3	60.6	9.1
Year 5 to 7	Writing	40.6	53.1	6.3
Year 5 to 7	Spelling	20.6	50.0	29.4
Year 5 to 7	Grammar and Punctuation	41.2	32.4	26.5
Year 7 to 9	Reading	17.5	50.0	32.5
Year 7 to 9	Numeracy	30.8	53.8	15.4
Year 7 to 9	Writing	35.7	50.0	14.3
Year 7 to 9	Spelling	45.2	45.2	9.5
Year 7 to 9	Grammar and Punctuation	45.2	33.3	21.4

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	21.0	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	21.7	27.4	25.3	29.6	Lower

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **42 percent**.

VET units of competence satisfactorily completed in 2018: **99 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **79 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	26.9	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	26.1	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	88	83	86	86	89

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	65.5	75.0	66.7	81.7	Similar
Retention (4 year average)	72.5	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	75.9	91.7	83.1	99.3	Lower
Student Exits (4 year average)	82.4	91.6	83.5	97.7	Lower

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.1	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	50.1	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	56.0	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	53.0	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,292,011
Government Provided DET Grants	\$853,790
Government Grants Commonwealth	\$0
Government Grants State	\$14,486
Revenue Other	\$187,972
Locally Raised Funds	\$330,733
Total Operating Revenue	\$5,678,992

Equity ¹	Actual
Equity (Social Disadvantage)	\$526,512
Equity (Catch Up)	\$0
Transition Funding	\$40,375
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$566,887

Expenditure	Actual
Student Resource Package ²	\$4,522,545
Adjustments	\$0
Books & Publications	\$4,184
Communication Costs	\$15,188
Consumables	\$110,359
Miscellaneous Expense ³	\$482,175
Professional Development	\$26,176
Property and Equipment Services	\$298,806
Salaries & Allowances ⁴	\$189,694
Trading & Fundraising	\$112,851
Travel & Subsistence	\$0
Utilities	\$81,992
Total Operating Expenditure	\$5,843,969
Net Operating Surplus/-Deficit	(\$164,977)
Asset Acquisitions	\$18,580

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$213,257
Official Account	\$164,875
Other Accounts	\$3,822
Total Funds Available	\$381,955

Financial Commitments	Actual
Operating Reserve	\$70,000
Other Recurrent Expenditure	\$7,169
Provision Accounts	\$0
Funds Received in Advance	\$20,707
School Based Programs	\$8,160
Beneficiary/Memorial Accounts	\$500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,660
Repayable to the Department	\$255,552
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$381,748

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').