

2018 Annual Report to The School Community



School Name: Boronia K-12 College (8913)



- 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 26 March 2019 at 02:57 PM by Meagan Cook
(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 29 March 2019 at 12:38 PM by Andrea Baldwin
(School Council President)

About Our School

School context

Boronia K-12 College is committed to developing our students into responsible members of the local, national and global communities that they live in.

We are proud of all students at our College and the variety of pathways they pursue post-secondary school. Throughout all stages of schooling at Boronia K-12 College we aim to develop learners that strive to be: Skilled communicators, Constructors of knowledge, Real world problem-solvers, Ethical users of technology

To achieve this goal, we offer quality teaching and learning programs delivered by highly skilled, innovative and enthusiastic professionals. Our contemporary buildings and grounds are second to none and provide a stimulating learning environment where students are able to maximise their potential. As students transition into schooling at Boronia K-12 College, they experience a challenging, differentiated curriculum designed to allow them to demonstrate their abilities and progress in their learning.

Our Early Learning and Primary Years Programs combine elements of play-based learning and learning by doing, with a focus on the development of key literacy, numeracy and inquiry skills. Students continue their inquiry focus across a range of specialist programs including Performing Arts, Spanish, Art and Physical Education. Our staff form positive and long lasting relationships with students and families that result in students prospering throughout their journey at Boronia K-12 College.

Our Year 7 to 9 programs build strong foundations for future success. We emphasise the core literacy and numeracy skills across all subjects in the curriculum and students access Spanish as their language study. As they progress through the College, students have growing opportunities to refine their own pathways by selecting an increasing number of electives.

A significant amount of research has been conducted into engaging Year 9 students and preparing them for the demands in their final years of school. We have responded by developing a Year 9 specific program centred on developing the academic, creative, physical and emotional aspects of our students. This is done through engaging, inquiry based learning experiences that foster greater independence and reignite a passion for learning. Through this program our Year 9 students have the opportunity to contribute to their world, participate in Camps, Leadership Development and a range of excursions to supplement their learning.

Ensuring our new Year 7 students are happy, secure and confident with a strong sense of belonging is a priority for all staff at Boronia K-12 College. Students are supported by a dedicated team of experienced teachers in our dedicated Learning Centre. It is within these spaces that the majority of Year 7 classes are held allowing students to develop a sense of ownership and pride over their environment and a sense of belonging and community amongst themselves and their teachers.

As students transition into later years (Years 10-12) the opportunities to refine their pathways open up and students are provided with a diverse range of subjects from all areas of the VCE/VET and VCAL curriculum. Year 10 students are encouraged to undertake VCE/VET units of study to assist in preparing them for the rigours of a full VCE/VET program the following year.

New Leadership Structures were implemented during 2018 to guide the implementation of the new Strategic Plan, this included new roles for Assistant Principals, Leading Teachers and Learning Specialists.

Effective Full time Teaching Staff – 46.7, Effective Full time Education Support Staff 14.3.

Framework for Improving Student Outcomes (FISO)

The AIP for 2018 highlighted the following areas of focus for the College Community

Excellence in Teaching and Learning

- Building Practice Excellence
- Evidence Based high impact teaching strategies
- Curriculum Planning and Assessment

Within this area we aimed to:

- Review the Boronia K-12 College Instructional Model and high impact teaching strategies for literacy and

implement across the college.

- Focus on improving reading outcomes for all students.
- Fully document our curriculum and ensure it is aligned to the IM and the HITs for literacy teaching, as well as giving students choice and providing high quality feedforward for improvement
- Prepare and application to become a candidate school for the International Baccalaureate - Primary Years Program.

Positive Climate for learning

- Empowering students and building school pride

Within this area we aimed to:

- Provide our students with more opportunities to develop their leadership and explicitly teach them about Our Learning Culture, anti bullying initiatives, Restorative Practices
- implement new sub-school structures to support students in their learning.
- increase connection to the college through new sub-school structures and develop a stronger assembly program.

Achievement

Boronia K-12 College aims to maximise student achievement at all year levels and has a strong focus on improving literacy and numeracy, VCE, VET and VCAL outcomes. As this report shows in most areas of student achievement the College's performance, taking into account the characteristics of the school and its students, at both the primary and secondary level, is similar to that of other of other Victorian Government Schools.

Year 3 NAPLAN results indicated that our achievement in Reading and Numeracy was similar to other schools (taking into account the characteristics of the school and its students). with the percentage of students in the top 3 bands increasing.

Year 5 NAPLAN results indicated that our achievement in Reading was similar to other schools (taking into account the characteristics of the school and its students). This was an improvement on the 2017 report and shows the impact of our renewed focus on reading. Numeracy showed a slight dip in performance for 2018 when compared against other Victorian government schools (taking into account the characteristics of the school and its students).

Year 3 – Year 5 NAPLAN Reading learning gain data, which compares a student's current year result to the results of all 'similar' Victorian students two years prior, shows that the percentage of students achieving high gain across those two years at Boronia K-12 College exceeds the 25% statewide benchmark., high gain in spelling and grammar and punctuation has also improved.

Year 9 NAPLAN results indicated that our achievement in Numeracy was similar to other schools (taking into account the characteristics of the school and its students). It also shows that we need to renew our focus on reading in Year 9, we began this work during 2018.

Year 5 – Year 7 and Year 7-9 NAPLAN learning gain data shows that the percentage of students achieving medium to high gains has been is increasing across most areas.

The mean VCE study score increased by more than 1 point, this is a significant achievement within a small cohort of students.

Across the last two years the College has focused heavily on putting in place optimal conditions for learning. Including the introduction of our Instructional model, throughout 2018 we began aligning our practice with this model and expect that in the coming years this will continue to have a positive impact on student outcomes. We can observe through he 2018 data the positive impact we have when our energies are all focused in the same direction - Reading and Culture.

In 2019 we will continue this work and increase our literacy support and intervention through introducing a new position of responsibility to hone secondary practices. In the Junior School our Learning Specialist will directly guide team planning. Assessment and feedback practices will continue to be enhanced through professional learning and the introduction of a Peer Observation model for staff. We will begin to unpack best practice in writing and look to implement changes in our program.

Engagement

The College aims to continue to improve student engagement in learning and develop self-motivated confident learners and to enhance student well-being in a vibrant college culture that is built on respectful relationships and a whole-school approach to student management.

In the primary year levels student attendance over the last 4 years continues to be at a higher level (fewer absences) than other schools (taking into account the characteristics of the school and its students). Attendance rate for all year levels Prep to Year 6 was above 90% for 2018.

In the secondary year levels student attendance was similar to that of other students taking into account the characteristics of the school and its students. Student attendance in the secondary years is 87% or above. Student absence procedures included parents being informed by SMS when students were absent from school without prior notification from their parents. Any students with chronic non-attendance issues were supported by their home group teacher, Sub-School Leader and where appropriate the Assistant Principal Well-being, Student Well-being Coordinator, Psychologist or other support services. The College conducted a number of programs to engage our students, including Year 10 Work Experience, The Year 9 "B program", SRC and student leadership programs.

Student retention in the secondary program continues to improve each year as does the percentage of students going on to further study. Engagement will be further strengthened as the College continues implementing programs and redefining structures that will see students more engaged in their learning and strengthen connections with peers and the College. Examples of this are – Leadership Programs, Enhancement Programs in the Secondary Years, regular sub-school assemblies that are student lead, Study Skills programs in the Later Years and new curriculum structures that will be implemented each year.

Wellbeing

In 2018 the College appointed an Assistant Principal to focus on improving our Well-being and Inclusion programs/policies and practices. They are supported, in their role, by our new sub-school structures and a Student Well-being Coordinator that has a degree in counselling. We continued our work with Real Schools to improve the quality of our student managements especially in relation to the perceptions of bullying and its management. Students at the College continued to be supported by a Primary and Adolescent Health Nurse, an Educational Psychologist, Doctors in Secondary Schools Program and appropriate support services. Individual and group support was able to be provided to a range of students and their families. The College conducted a range of well-being programs, including such things as a Breakfast Club and START Programs, Farm School, MAT Programs and Leadership Development through roles and student council.

In 2018 Boronia K-12 College began to implement a new leadership profile in the College with the introduction of three defined sub-schools and teams. Assistant Principals were located across the College rather than in one designated administration area.

We have seen a significant and positive shift in our students sense of connectedness and perceptions of how bullying is managed across both the primary and secondary programs.

We are continuing to redefine and embed structures to ensure student well-being is enhanced.

Financial performance and position

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.

For more detailed information regarding our school please visit our website at
<http://www.boroniak-12.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 647 students were enrolled at this school in 2018, 299 female and 348 male.

5 percent were EAL (English as an Additional Language) students and 4 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> Lower</p> <p> Lower</p> <p> Lower</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" style="margin-left: auto; margin-right: auto;"> <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>42%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>53%</td> <td>43%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>31%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>45%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	42%	27%	Numeracy	53%	43%	3%	Writing	63%	31%	6%	Spelling	39%	48%	12%	Grammar and Punctuation	33%	45%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	42%	27%																							
Numeracy	53%	43%	3%																							
Writing	63%	31%	6%																							
Spelling	39%	48%	12%																							
Grammar and Punctuation	33%	45%	21%																							

(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> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	93 %	93 %	92 %	91 %	<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> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	93 %	93 %	92 %	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

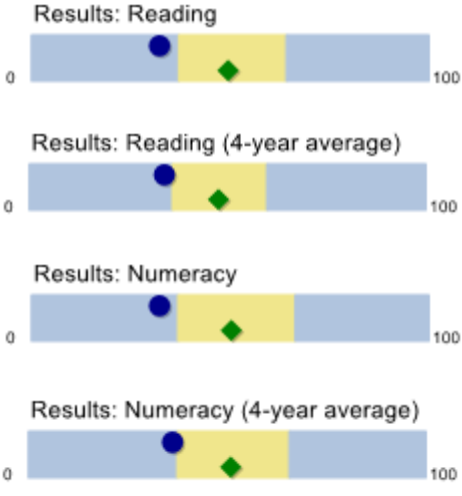
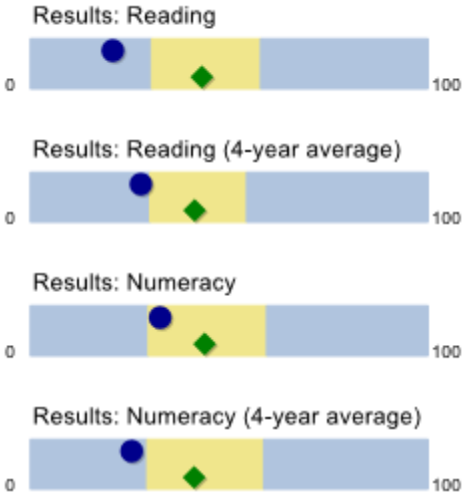
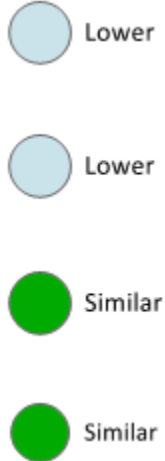




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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> Higher</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 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>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>		 <ul style="list-style-type: none">  Lower  Lower  Similar  Similar

(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>Reading Low: 37%, Medium: 45%, High: 18%</p> <p>Numeracy Low: 37%, Medium: 41%, High: 22%</p> <p>Writing Low: 49%, Medium: 49%, High: 3%</p> <p>Spelling Low: 32%, Medium: 46%, High: 22%</p> <p>Grammar and Punctuation Low: 49%, Medium: 35%, High: 16%</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>Reading Low: 54%, Medium: 36%, High: 10%</p> <p>Numeracy Low: 38%, Medium: 46%, High: 16%</p> <p>Writing Low: 47%, Medium: 41%, High: 13%</p> <p>Spelling Low: 34%, Medium: 42%, High: 24%</p> <p>Grammar and Punctuation Low: 34%, Medium: 48%, High: 18%</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>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</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 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>88 %</td> <td>88 %</td> <td>87 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	88 %	87 %	89 %	90 %	<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									
90 %	88 %	88 %	87 %	89 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</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:

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> 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> 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

Revenue	Actual
Student Resource Package	\$6,064,872
Government Provided DET Grants	\$1,510,980
Government Grants Commonwealth	\$5,200
Government Grants State	\$3,200
Revenue Other	\$36,538
Locally Raised Funds	\$652,124
Total Operating Revenue	\$8,272,913

Equity ¹	
Equity (Social Disadvantage)	\$583,682
Equity (Catch Up)	\$41,012
Equity Total	\$624,694

Expenditure	
Student Resource Package ²	\$5,944,606
Books & Publications	\$13,451
Communication Costs	\$47,542
Consumables	\$176,651
Miscellaneous Expense ³	\$505,687
Professional Development	\$75,346
Property and Equipment Services	\$664,125
Salaries & Allowances ⁴	\$314,300
Trading & Fundraising	\$58,945
Travel & Subsistence	\$58
Utilities	\$89,666
Total Operating Expenditure	\$7,890,377
Net Operating Surplus/-Deficit	\$382,536
Asset Acquisitions	\$21,161

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$628,637
Official Account	\$89,875
Other Accounts	\$0
Total Funds Available	\$718,511

Financial Commitments	
Operating Reserve	\$297,302
Other Recurrent Expenditure	\$19,541
Provision Accounts	\$25,000
Funds Received in Advance	\$187,164
School Based Programs	\$46,786
Beneficiary/Memorial Accounts	\$13,667
Funds for Committees/Shared Arrangements	\$2,938
Asset/Equipment Replacement < 12 months	\$3,000
Maintenance - Buildings/Grounds < 12 months	\$123,113
Total Financial Commitments	\$718,511

- (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)

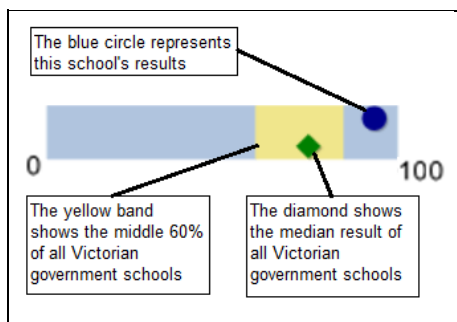
Engagement

- 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).

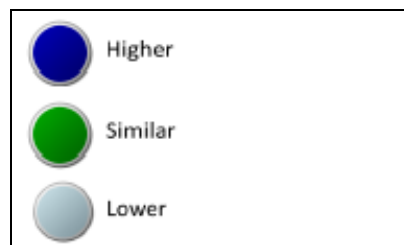


What does *School Comparison* refer to?

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').