

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 July 2020 at 04:01 PM by Meagan Cook (Principal)

The 2019 Annual Report to the school community:

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

Attested on 31 July 2020 at 08:41 AM by Andrea Baldwin (School Council President)



## About Our School

### School context

Boronia K-12 College, located in Knox, is committed to developing students into responsible members of the local, national and global community.

To achieve this, we offer quality teaching and learning programs delivered by skilled and innovative professionals. Our contemporary buildings and grounds are second to none, providing a stimulating learning environment where students are able to maximize their potential.

The school is divided into three distinct sub-schools, which helps facilitate a more personal approach to each student's education and fosters the development of positive relationships between students, teachers and families. Students at the college move through:

- Junior School, which incorporates our Early Learning Centre for three and four year old kinder, as well as our primary years, Foundation to Year 6
- Middle School, Years 7 to 9, which builds the foundation skills for achieving their goals in the secondary years; and
- Senior School, Years 10 to 12, that guides students to success along their chosen pathway.

Each sub-school provides students with experienced and talented staff and specialist facilities appropriate to the academic rigour of the programs.

Within our sub-schools, students experience the personal care of a Learning Mentor Teacher (Years 7 to 12) or a Classroom Teacher (Junior School) as their first level of support. Within our sub-schools, teaching teams develop strong relationships with the students in their care, creating a sense of belonging and camaraderie within a secure and welcoming environment.

Additional supports are available to students through our Wellbeing Team, overseen by our Assistant Principal who is dedicated to Wellbeing and Inclusion. The team consists of a full time School Counsellor, Youth Worker and Chaplain, supported by the Adolescent and Primary School Health Nurses, the Doctors in Secondary Schools program and DET provided Student Support Services Officers.

We are proud of the sense of community that we have developed at our college and believe that what sets us apart is the way in which we personalise our approach to each student's education, supporting and extending them to reach their full potential.

Our College wide Instructional Model and Learning Culture define the approaches we take to teaching and learning. This consistency from Kinder to Year 12, results in seamless transitions for all students. Our curriculum is designed to allow all students to demonstrate their abilities and progress their learning.

Our programs aim to develop the whole child - they become inquiring, knowledgeable and caring young people who want to make a difference, locally and globally. In the Junior School, this is supported by an affiliation with the International Baccalaureate. In the secondary years, independent study skills are fostered through an increasing array of learning experiences within and beyond the college.

We are privileged to be able to offer these programs within one of the most impressive school environments in the outer-east.

Effective Full time Teaching Staff – 43.8, Effective Full time Principal Class – 4, Effective Full time Education Support Staff 13.4.

### Framework for Improving Student Outcomes (FISO)

The AIP for 2019 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 writing outcomes for all students.
- ⇒ Fully document our curriculum and ensure it is aligned to the IM and the HITs
- ⇒ Begin the journey of becoming accredited 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
- ⇒ 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.

In 2019 the following measures within this report were an improvement on the previous year's outcomes:

**Parents and Staff:**

- ⇒ Parent Satisfaction, School Climate.

**NAPLAN (Top 3 Bands):**

- ⇒ The percentage of students in YR 3 and 5 performing in the top 3 bands of Numeracy.
- ⇒ The percentage of students in YR 3 and 5 performing in the top 3 bands of Reading, when expressed as an average across a four-year period.
- ⇒ The percentage of students in YR 7 and 9 performing in the top 3 bands of Numeracy
- ⇒ The percentage of students in YR 7 and 9 performing in the top 3 bands of Reading
- ⇒ The percentage of students in YR 7 and 9 performing in the top 3 bands of Numeracy, when expressed as an average across a four-year period.
- ⇒ The percentage of students in YR 7 performing in the top 3 bands of Reading, when expressed as an average across a four-year period.

**NAPLAN (Learning Gain):**

- ⇒ Learning gain is measured across 5 areas of NAPLAN: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.
  - ⇒ The percentage of students experiencing low gain between YR 3 and 5 was reduced in 4 out of 5 measures.
  - ⇒ The percentage of students experiencing high gain between YR 3 and 5 was increased in 2 out of 5 measures.
  - ⇒ The percentage of students experiencing low gain between YR 5 and 7 was reduced in 4 out of 5 measures.
  - ⇒ The percentage of students experiencing medium or high gain between YR 5 and 7 was increased in 4 out of 5 measures.
  - ⇒ The percentage of students experiencing low gain between YR 7 and 9 was reduced in 4 out of 5 measures.
  - ⇒ The percentage of students experiencing medium or high gain between YR 7 and 9 was increased in all 5 measures.
- VCE
- ⇒ The mean VCE study score 4 year average increased slightly.

Across the last three years the College has focused heavily on putting in place optimal conditions for learning. Including the introduction of our Instructional model, throughout 2019 we continued 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 continue to focus our efforts to enable all students access to opportunities to enhance their academic outcomes.

## Engagement

The College aims to continue to improve student agency 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.

### Attendance:

In the primary year levels student attendance continues to be at a higher level (fewer absences) than other schools (taking into account the characteristics of the school and its students).

Attendance rates for all year levels Prep to Year 6 was above 89% for 2019.

In the secondary year levels student attendance was similar to that of other schools taking into account the characteristics of the school and its students. Student attendance in the secondary years is 86% 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 Learning Mentor Teacher/Classroom 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. In response to ongoing concerns with absenteeism, particularly in the secondary years the college planned the implementation of a re-engagement program (and re-engagement room) for students with chronic absenteeism or significant health issues, to be implemented in 2020

Student retention in the secondary program continues to improve 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. Students at the College continued to be supported by a Primary and Adolescent Health Nurse, an Educational Psychologist 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 Yr 7 Programs, Chin Up, I CAN, Farm School and Leadership Development through roles and student council.

The Doctors in School Program was interrupted during 2019 as the first round of contracts ended. The College was without this very important service for the majority of the school year.

Students in Yr's 4 to 6 indicated a marked improvement in their sense of connectedness compared with the previous year.

Students in Yr's 4 to 6 indicated a marked improvement in the management of bullying compared with the previous year.

The secondary data varied from year level to year level in relation to their sense of connectedness.

Student perceptions in YR's 8,9 and 10 showed an increase in their sense of connectedness from the previous year, however the Yr 11 and 12 data dipped.

New Sub-School structures and leadership resulted in an unsettled year for a number of our senior students.

The secondary data around management of bullying did not show improvement however the percentage of students that did not experience bullying improved at all year levels except year 9.

Despite a dip in the secondary data for 2019, 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 across the last 3 year period.

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 of Education and Training, or raised by Boronia K-12 College, 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.

As at the 31 December 2019 we had a combined bank account balance of \$690,037. In addition we had prepaid expenses relating to 2020 of \$46,881. Our commitments were \$471,941 and our operating reserve was \$264,977

Boronia K-12 College receives Equity Funding, this money is targeted to improve outcomes for students. In 2019 equity funding supported intervention programs in literacy in both the primary and secondary sector.

This included the College engaging the service of a private Speech Pathologist to work with students and provide professional learning to staff. Literacy Resources were purchased to support intervention programs and professional learning sourced to support this.

In addition, funding is allocated to ensure that the College is able to meet the wellbeing needs of a very diverse community, this is through staffing, programs and curriculum resources as required.

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

<https://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.

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 primary/secondary school type.*

### Enrolment Profile

A total of 648 students were enrolled at this school in 2019, 298 female and 350 male.

5 percent of students had English as an additional language and 4 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
<b>Percent endorsement (latest year)</b>	76.6	78.3	67.8	85.6

### 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
<b>Percent endorsement (latest year)</b>	52.7	61.5	50.9	73.2



**PRIMARY YEAR LEVELS**

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

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

**ACHIEVEMENT**

**Teacher Judgement of student achievement**

Percentage of students in year levels Prep to 6 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.8	89.7	81.7	95.0	Similar
Mathematics	83.8	90.3	81.8	95.8	Similar

**NAPLAN Year 3 and Year 5**

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	64.3	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	59.3	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	50.0	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	38.9	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	65.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	57.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	50.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	38.1	56.3	40.7	71.7	-

**NAPLAN Learning Gain**

Learning Gain of students from year levels 3 to 5 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'.

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

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	37.9	37.9	24.1
Numeracy	44.8	41.4	13.8
Writing	41.4	41.4	17.2
Spelling	33.3	56.7	10.0
Grammar and Punctuation	30.0	50.0	20.0



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.8	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	15.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	95	89	92	94	94	91	92

## 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 4 to 6.

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.0	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	67.1	81.4	73.9	88.1	-

### 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 4 to 6.

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.1	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	68.1	81.7	74.4	89.1	-

## SECONDARY YEAR LEVELS

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	73.8	78.4	63.3	90.2	Similar
Mathematics	65.3	67.9	47.2	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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	39.1	52.6	40.0	67.4	-
Year 7	Numeracy - latest year	41.9	53.9	40.0	67.6	-
Year 9	Reading - latest year	27.5	43.8	31.4	57.9	Below
Year 9	Numeracy - latest year	36.7	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	35.0	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	41.1	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	27.7	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	28.5	41.5	29.9	57.9	-

**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'.

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

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	34.0	56.6	9.4
Year 5 to 7	Numeracy	31.4	52.9	15.7
Year 5 to 7	Writing	37.0	46.3	16.7
Year 5 to 7	Spelling	36.4	45.5	18.2
Year 5 to 7	Grammar and Punctuation	27.3	61.8	10.9
Year 7 to 9	Reading	52.0	36.0	12.0
Year 7 to 9	Numeracy	29.8	44.7	25.5
Year 7 to 9	Writing	41.7	50.0	8.3
Year 7 to 9	Spelling	37.3	52.9	9.8
Year 7 to 9	Grammar and Punctuation	23.5	64.7	11.8

**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	Similar School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	23.6	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	24.3	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **16 percent.**

VET units of competence satisfactorily completed in 2019: **65 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **70 percent.**

**ENGAGEMENT**

**Average Number of Student Absence Days**

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

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

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.6	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	24.4	20.4	15.8	25.1	-

**Attendance Rate**

Average 2019 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)	92	86	87	86	87	88

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	66.3	75.6	66.7	82.1	Below
Retention (4 year average)	69.4	75.3	67.1	80.8	-

**Students exiting to further studies and 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	86.2	90.1	81.8	98.6	Above
Student Exits (4 year average)	87.1	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	40.1	52.0	43.6	61.9	Below
<b>Percent endorsement (3 year average)</b>	40.0	52.3	44.5	62.0	-

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	39.3	56.2	45.1	66.9	Below
<b>Percent endorsement (3 year average)</b>	43.1	55.8	47.0	66.2	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$6,472,703
Government Provided DET Grants	\$1,219,774
Government Grants Commonwealth	\$22,500
Government Grants State	\$9,725
Revenue Other	\$78,162
Locally Raised Funds	\$515,799
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,318,663</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$621,135
Equity (Catch Up)	\$43,760
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$664,895</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,361,171
Adjustments	\$0
Books & Publications	\$27,458
Communication Costs	\$41,741
Consumables	\$157,438
Miscellaneous Expense <sup>3</sup>	\$609,184
Professional Development	\$112,436
Property and Equipment Services	\$349,586
Salaries & Allowances <sup>4</sup>	\$346,659
Trading & Fundraising	\$21,457
Travel & Subsistence	\$69
Utilities	\$90,585
<b>Total Operating Expenditure</b>	<b>\$8,117,783</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$200,880</b>
<b>Asset Acquisitions</b>	<b>\$5,588</b>

**FINANCIAL POSITION AS AT 31 DECEMBER, 2019**

Funds available	Actual
High Yield Investment Account	\$616,952
Official Account	\$73,086
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$690,037</b>

Financial Commitments	Actual
Operating Reserve	\$275,648
Other Recurrent Expenditure	\$0
Provision Accounts	\$25,000
Funds Received in Advance	\$134,565
School Based Programs	\$30,302
Beneficiary/Memorial Accounts	\$9,441
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,292
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$261,341
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$747,590</b>

- (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 26 Feb 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*



# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR '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, Community Schools and schools that changed school type recently, 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').