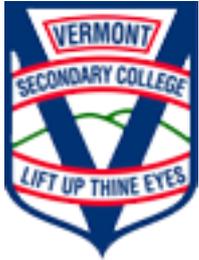


# 2019 Annual Report to The School Community



School Name: Vermont Secondary College (8420)



- 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 20 May 2020 at 09:44 AM by Anthony Jacobs (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 28 October 2020 at 03:47 PM by Steve Siems (School Council President)

## About Our School

### School context

Vermont Secondary College is a large, single campus, co-educational school with a focus on innovative curriculum, high academic achievement and a broad co-curricular program.

Situated in the outer eastern suburbs of Melbourne, Vermont Secondary College has approximately 1,458.8 students and some 1,120+ families. The college has 97.1 equivalent full time teaching staff, 4 Principal class and 22.7 equivalent full time Education Support Staff. Vermont is an outstanding college in supporting students to achieve excellent VCE results allowing access to a tertiary pathway in high numbers.

The college values of Excellence, Integrity, Responsibility, Respect and Tolerance reflect our college ethos while the VSC Motto, 'Lift Up Thine Eyes', provides the moral purpose, philosophical guidance and academic framework for the college community. We aim to be progressive, forward thinking, positive and optimistic in our endeavours and interactions, constantly striving to improve both our own practice and the outcomes of the students whom we educate.

Vermont Secondary College promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community.

We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students.

Vermont Secondary College is proud of its status as a high-performing neighbourhood state school. The goal of Vermont Secondary College is to draw on the qualities of the young people at the college and allow them to flourish in their areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience while responding effectively.

Our 2017 – 2020 Strategic Plan further emphasises this mission through our three key goals:

Goal 1 – We will work to ensure every student achieves their potential and maximises their learning growth across all curriculum areas and year levels.

Goal 2 – We will work to create a stimulating, 21st century learning environment where students are empowered to be intellectually engaged and have a sense of control over their learning.

Goal 3 – We will work to build a learning community of reflective practitioners focused on continuous school improvement and on embedding the college's high performance culture.

In line with achieving these goals the college has implemented a house structure, Learning Enrichment & Extension Program (LEEP) at Years 7 to 9, a four period day and a fully supported student leadership model with a newly structured, distributed leadership team (the School Improvement Team) to oversee this change and innovation. Purpose built facilities on site include a Library, Music Centre, Year 7 and Year 8 Centre, VCE hub, and the Fallon Centre, a flexible learning space with a 250 seat auditorium. In 2017 we opened a \$2.7 million purpose-built Senior Science/Maths complex and in 2019 a \$4.873 million C-block comprising 10 classrooms, two science labs/classrooms, two IT labs/classrooms, five general purpose classrooms with operable walls, a language staffroom and student toilets.

Vermont's comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts programs, the annual college production, and a wide range of school based clubs, support the growth of our students into confident, successful and contributing citizens. The College is also a premier sporting school with many students competing at local, district, state, national and international level.

Our Grade 6 to Year 7 Transition program ensures that students new to the College feel welcome, comfortable and secure in the purpose built Year 7 Learning Centre. This combined with the supportive House structure contributes significantly to a smooth, safe transition into secondary school.

We enjoy an exceptionally high level of parental support and firmly believe the educational needs of children are best served in an environment where students, parents and teachers are involved in the decision making process.

“Our true worth lies in our ability to help the children grow as people, not just as students” - parent comment.

### **Framework for Improving Student Outcomes (FISO)**

The areas we chose to focus on in 2019, continued on from 2018, under the Framework for Improving Student Outcomes (FISO) were:

1. Excellence in Teaching and Learning - Building practice excellence & Curriculum planning and assessment
2. Professional Leadership – Building Leadership Teams

Significant progress was made in 'building practice excellence' and 'building Leadership Teams' through further consolidating specific team time each week for teaching staff to build their capacity as teachers and to grow professionally through collaboration within their individual learning areas (PLT's Professional Learning Teams).

The 'curriculum planning and assessment' initiative focussed on improving the quality of learning outcomes and enhancing the positive and supportive environment for students to maximise their learning. This was done through a wide range of successful measures including consolidating a whole school literacy program, the adoption and implementation of the Victorian Curriculum F-10, the introduction of Learning Specialists in 3 areas (Digital Technologies, Health/PE/OE & Literacy), increased opportunities for students to develop their capacity as self-directed learners, and by continuing to build staff confidence and effectiveness in longer teaching lessons (the 4 period day).

To create a common approach in the classroom, further in-roads were made in developing the VSC classroom teaching 'instructional model'. Under our revised Performance Development Plan (PDP) process, all teaching staff worked to build differentiation practices into their classrooms, as well as those of colleagues. Specifically targeted was 'differentiation' (High Impact Teaching Strategies - HITS) in both teaching and assessment; the setting of learning goals by clearly stating 'learning intentions', and 'success criteria' for all lessons.

Teacher classroom peer observations have also been introduced as a part of the annual Performance Development Process (PDP). These key teaching strategies and targets are a further expansion of the development of our VSC Instructional Model.

### **Achievement**

The key goal in our Strategic Plan (2017 – 2020) is 'To maximise student achievement, engagement & wellbeing outcomes through the implementation of the 'Framework for Improving Student Outcomes'. This goal will be achieved through:

- ensuring that every student achieves their potential and maximises their learning growth across all curriculum areas and year levels.
- creating a stimulating, 21st century learning environment where students are empowered to be intellectually engaged and have a sense of control over their learning.
- building a learning community of reflective practitioners focused on continuous school improvement and on embedding the college's high performance culture.

Looking at Vermont's 'Student Outcomes' in the domain of 'Teacher Judgement of Student Achievement' in English and Mathematics Years 7 to 10 (Victorian Curriculum F-10), our students are performing in the top 20% of results when compared to all Victorian Government Secondary Schools. We are 'Above' similar schools in the 'Similar School

Comparison’.

In relation to our NAPLAN results for Year 7 & 9 in Reading, Vermont Secondary College continues to perform in the top 20% of Victorian Government Secondary Schools. This top 20% result is also reflected in the ‘4 year average’ data for Reading in Years 7 & 9. In Year 9 Reading we are ‘Above’ similar schools in the ‘Similar School Comparison’.

In relation to our NAPLAN results for Year 7 & 9 Numeracy, Vermont Secondary College continues to perform in the top 20% of Victorian Government Secondary Schools. This top 20% result is also reflected in the ‘4 year average’ data for Numeracy in Year 7. In Year 9 Numeracy we are at ‘Above’ similar schools in the ‘Similar School Comparison’.

In relation to Student Outcomes in the NAPLAN Learning Gain for Years 5 to 7 and Years 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar & Punctuation, our medium to high ‘Learning Gain’ remains extremely strong across the board.

In relation to literacy and numeracy outcomes, teacher judgements, NAPLAN Learning Gain and mean study score for the VCE, we continue to develop teacher capacity and judgements to deliver and assess course content successfully through a systematic, well-resourced, collaborative mentoring framework.

Of particular note in ‘Student Outcomes’ is the performance of our VCE students relative to all Victorian Government Secondary Schools in 2019 and also our performance over the four years, 2016 to 2019, where both sets of results are in the top 20% in comparison with Victorian Government Secondary Schools. In relation to the VCE we are ‘Above’ similar schools in the ‘Similar School Comparison’.

We have continued to implement strategies based on our vision for a stimulating Learning and Teaching environment as it might look at the end of this Strategic Plan in 2020.

## Engagement

The key goal in our Strategic Plan that envelops the areas of Student Engagement and Wellbeing is ‘ensuring that every student achieves their potential and maximises their learning growth across all curriculum areas and year levels’.

In 2019 our overall ‘Average Number of Student Absence Days’ and ‘attendance rate average over 4 years (2016-2019)’ are both in the top 20% of the state for ‘low absences’ when compared with Victorian Government Secondary Schools. This places our ‘Average Number of Student Absence Days’ and ‘attendance rate average over 4 years’, ‘Above’ similar schools in the ‘Similar School Comparison’.

Our ‘average 2019 attendance rate by year level’ 7 to 12 sits at 93.83%, an improvement from 2018 which sat at 92.83%.

We will continue to implement our successful attendance strategies across the college which includes a full time Attendance Officer contacting parents directly while monitoring the electronic roll marking system which is marked every period by teaching staff on the newly implement Compass roll marking system.

Students are supported and overseen by Student Managers, along with the Head of House, and a Wellbeing and Pathways team. An Assistant Principal further supports the Head of House. This team is further supported by the Pathways and Wellbeing teams.

In our ‘Student Outcomes’ in the domain of Student Engagement, VSC is in the top 20% of Victorian Government Secondary Schools for Student Retention (percentage of Year 7 students who remain at the school through to Year 10). We are also performing in the top 20% in this area in the 4 year comparison data from 2016 to 2019. This ‘retention data’ places VSC ‘Above’ similar schools in the ‘Similar School Comparison’.

When viewing the ‘Exit Destinations’ data, it can be seen that the percentage of VSC students from Year 10 to 12

transitioning to further studies or full-time employment is well established in the top 20% for Victorian government secondary schools.

The four year trend data for 2016 to 2019 places VSC Year 10 to 12 exiting students, relative to all other Victorian Government Secondary Schools, in the top 20% in terms of moving on into further studies or full-time employment. In relation to student 'Exit Destination' data VSC is 'Above' similar schools in the 'Similar School Comparison'.

## Wellbeing

The key goal in our Strategic Plan that envelops the areas of Wellbeing and Student Engagement is 'ensuring that every student achieves their potential and maximises their learning growth across all curriculum areas and year levels.

Looking at Vermont's results in the Student Attitudes to School survey in the area of a 'Sense of Connectedness' for 2019 the VSC students feedback places them well above the median for Victorian Government Secondary Schools and a further improvement on the three year average from 2017 to 2019. In relation to the 'Sense of Connectedness' data VSC is 'Above' similar schools in the 'Similar School Comparison'.

Looking at Vermont's 'Student Outcomes' for the 'Management of Bullying' annual survey in the domain of wellbeing for 2019 shows that VSC students are above the median when compared to all Victorian Government Secondary Schools. In relation to the 'Management of Bullying' data VSC is 'Above' similar schools in the 'Similar School Comparison'.

At Vermont Secondary College we continue to strengthen crucial partnerships between students, families and teachers. This is facilitated through our Student Leadership model and a House structure where students are mentored by Student Managers, who are further supported by a Head of House, and an Assistant Principal overseeing each House.

Student wellbeing (and engagement) is further reinforced through significant support from classroom teachers, the more settled 4 period day, and through a well-resourced Wellbeing and Pathways team accessing both internal and external providers. Attendance is consistently monitored by an Attendance Officer in the General Office through period by period roll marking and by all teachers via their iPads using an electronic monitoring system. Parents also have full access to this electronic roll marking system via Compass and the Parent Portal and are contacted regularly by phone and text if we have any concerns re: attendance.

The focus of all these structures, combined with ongoing Professional Development for staff and student leaders, is on improving teacher practice through enhanced relationships with students and the support networks we offer.

## Financial performance and position

Vermont Secondary College has accomplished another successful year. During 2019 a \$4.873 million C-block comprising 10 classrooms, two science labs/classrooms, two IT labs/classrooms, five general purpose classrooms with operable walls, a language staffroom and student toilets was completed and opened for use.

During 2018/19 the main emphasis of the Vermont Secondary College Council was to both allocate and source funding towards a new gymnasium complex; however this dream has not become reality and as a consequence our focus has now changed to permanently covering our four outdoor basketball/netball courts. This will enable us to use this area for large assemblies, as well as school sporting and Physical Education activities. The complex will also be available to external hirers and will give the college a very large covered area for weather extremes. Funds have been allocated and approved for this large project by College Council.

In 2019 the college had a small deficit following several years in surplus. In 2020 we are again in surplus. In 2019

these funds were used for staffing to continue to provide support and classroom programs for students.

Continued Equity funding is welcomed and ensures that we are able to offer extra support for our students, via the employment of a social worker to support the Student Wellbeing team.

We have also used this funding to employ past VSC students, as mentors, who support identified students in a range of support programs and individual mentoring. This highly successful program is going from strength to strength and is extremely popular amongst both staff and students.

The Vermont Secondary College Community Association (VSCCA) and Music Support group continue to support the college by fundraising in a variety of ways. Funds raised by these groups are spent on Capital Equipment items. We are most fortunate indeed to have these very industrious fundraising bodies working for the advantage of all students and the college.

**For more detailed information regarding our school please visit our website at**  
<https://www.vermontsc.vic.edu.au/>

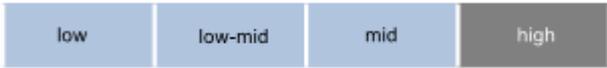
## Performance Summary

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.

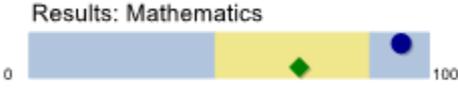
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1459 students were enrolled at this school in 2019, 733 female and 726 male.</p> <p>22 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Above</b> </p> <p><b>Above</b> </p>

## Performance Summary

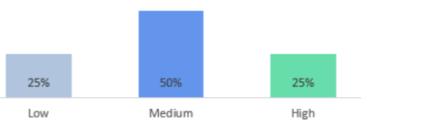
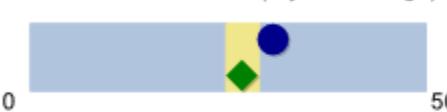
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above <span style="color: teal; font-weight: bold;">●</span></p> <p>Above <span style="color: teal; font-weight: bold;">●</span></p>

# Performance Summary

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

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

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b>                      14% Low, 53% Medium, 33% High</p> <p><b>Numeracy</b>                      17% Low, 54% Medium, 29% High</p> <p><b>Writing</b>                      13% Low, 49% Medium, 38% High</p> <p><b>Spelling</b>                      21% Low, 54% Medium, 25% High</p> <p><b>Grammar and Punctuation</b>                      18% Low, 49% Medium, 33% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b>                      13% Low, 50% Medium, 38% High</p> <p><b>Numeracy</b>                      12% Low, 48% Medium, 40% High</p> <p><b>Writing</b>                      17% Low, 52% Medium, 31% High</p> <p><b>Spelling</b>                      17% Low, 49% Medium, 35% High</p> <p><b>Grammar and Punctuation</b>                      13% Low, 52% Medium, 35% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above <span style="color: teal;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **8%**  
 VET units of competence satisfactorily completed in 2019: **99%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **63%**

## Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	93 %	92 %	95 %	96 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	93 %	92 %	95 %	96 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Above </p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Above </p>												

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green; font-weight: bold;">◆</span>		<span style="color: teal; font-weight: bold;">●</span> Above	<span style="color: lightblue; font-weight: bold;">●</span> Similar <span style="color: blue; font-weight: bold;">●</span> Below
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$12,801,362	High Yield Investment Account	\$2,281,333
Government Provided DET Grants	\$1,773,137	Official Account	\$148,745
Government Grants Commonwealth	\$8,791	Other Accounts	\$68,695
Government Grants State	\$0	<b>Total Funds Available</b>	<b>\$2,498,773</b>
Revenue Other	\$78,821		
Locally Raised Funds	\$2,384,184		
<b>Total Operating Revenue</b>	<b>\$17,046,294</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$89,829		
Equity (Catch Up)	\$24,287		
<b>Equity Total</b>	<b>\$114,115</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$13,031,937	Operating Reserve	\$536,480
Books & Publications	\$23,576	Funds Received in Advance	\$220,827
Communication Costs	\$53,912	School Based Programs	\$203,437
Consumables	\$334,385	Funds for Committees/Shared Arrangements	\$211,614
Miscellaneous Expense <sup>3</sup>	\$1,119,002	Repayable to the Department	\$226,415
Professional Development	\$60,819	Capital - Buildings/Grounds < 12 months	\$1,100,000
Property and Equipment Services	\$783,498	<b>Total Financial Commitments</b>	<b>\$2,498,773</b>
Salaries & Allowances <sup>4</sup>	\$540,888		
Trading & Fundraising	\$370,674		
Travel & Subsistence	\$840		
Utilities	\$125,154		
Adjustments	\$2,310		
<b>Total Operating Expenditure</b>	<b>\$16,446,996</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$599,297</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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

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

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

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

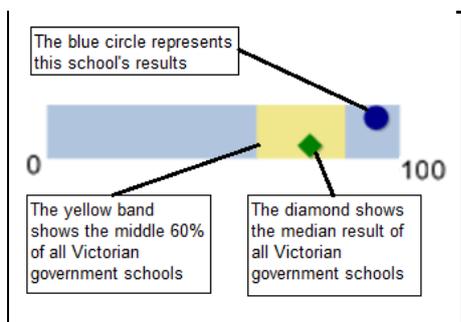
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

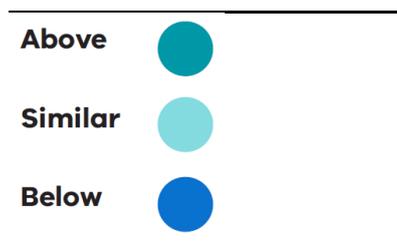


## What does *School Comparison* refer to?

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

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

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



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').