

2018 Annual Report to The School Community



School Name: Mernda Central P-12 College (8897)



- 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 April 2019 at 07:36 PM by Mandy OMara
(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 26 April 2019 at 08:06 PM by Luke Doherty (School
Council President)

About Our School

School context

Mernda Central P-12 School operates under the Public Private Partnership Project. Under the model, the college has been financed, designed and constructed by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management.

The College is located on 70 Breadalbane Avenue, Mernda in the City of Whittlesea. Programs cater for students in Prep to Year 9. The College will grow to Year 12 in 2022.

Our state of the art facility provide the very best in contemporary educational design and promote active student-centred learning through the creation of adaptable, functional spaces.

Our College provides access to an education that is seamless from Prep right through to Year 12 and is divided in to three schools,

- Junior School for Prep to Year 4 students,
- Middle School for Year 5 to Year 9 Students and
- Senior School for Year 10 to Year 12 students.

The College provides access to an education of the highest quality for the young people of Mernda. The students are at the centre of all that we do. They are engaged through stimulating, relevant and inspiring educational experiences that ignite a life-long passion for learning and a strong community connectedness. The College upholds high expectations of all.

Inspirational teaching and quality learning is the cornerstones of our school, and we have an outstanding team who support and challenge students to achieve their full potential. Staff provide a safe and stimulating learning environment for all students.

Teachers and students work in Learning Communities to create flexible teaching options and to better cater for the individual needs of all students. All teachers adopt a shared responsibility for all students within the Learning Community. All teachers and support staff work hard to provide a teaching pedagogy reflective of 21st Century designs, including ICT rich environments and Personalised Learning for all students.

The College has exemplary programs and is seen as a prominent school in the areas of STEM, sport, literacy and numeracy, together with Japanese language, visual arts, performing arts and music performance. The aquatic centre is operated by Kings Swim and they provide an outstanding facility for the students to participate in an extensive swimming program. The curriculum and teaching strategies at the college, encourage our students to have high expectations of themselves and their work, and to produce their best.

The School's Student Leadership system at Mernda Central College provides students from all year levels with leadership training and skill development, and there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on responsibility and have an input into the direction of the college.

The college has been designed as a community hub and we encourage community use and additional community facilities and programs through a partnership with the YMCA, CERES and Spotless. The relationships between the staff, students, parents and the community is a fundamental strength of the College.

Parent involvement and participation in a variety of college activities is a significant feature of our college life. There is a common community interest to work towards the provision of quality education for students at Mernda Central Community.

Our Vision

Mernda Central College empowers all members of the college community to aim high, show respect, behave safely and value our community.

Our Mission

- provide opportunities for all members to work collaboratively to access a seamless, personalised and innovative education.
- build a safe and supportive learning environment wherein all members are motivated and challenged to

pursue interests and pathways to achieve their full potential.

- operate as a community hub to promote the development of connected, curious and tolerant global citizens.

Framework for Improving Student Outcomes (FISO)

In 2018, we had a clear focus on Excellence in teaching and learning, in particular on Evidence based high impact teaching strategies. Our school wide commitment was to develop a common understanding of the lesson structure and differentiating the curriculum. We continued to focus on establishing effective learning communities where teachers had the shared responsibility of students. Our core focus was to build a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. This was achieved by providing staff with collaborative planning time and prioritising this time in the timetable.

We also had a strong focus on Positive Climate for learning: Setting expectations and promoting inclusion :School climate impacts a wide range of health and wellbeing outcomes as well as students' motivation to learn and achieve. We engaged teachers in weekly, high quality professional development, with a particular focus on numeracy, literacy and School Wide Positive Behaviours.

Our third focus was in Curriculum planning and assessment with the view to investigating best practice in relation to building and introducing an engaging Year 9 program. As a result, students were provided with a choice of 63 electives tailored to meet their interests, talents and skills. A team was established to regularly attend and participate in UMNOS as a Community of Practice.

Achievement

At Mernda Central College all staff work in Professional Learning Teams to maximise the opportunities for each student and to ensure that a guaranteed and viable curriculum is embedded. The College focuses on maximising the Literacy and Numeracy skills of every student.

Teacher assessment of Victorian Curriculum indicates that our Primary students are performing at a lower level than the median of all Victorian government primary students in the area of English and at a similar level to other schools in the area of Mathematics. Teacher assessment of Victorian Curriculum indicates that our Year 7 students are performing at a similar level than the median of all Victorian government students in the area of English and Mathematics.

NAPLAN Year 3 Reading data indicates these students are performing at a lower level than the median of all Victorian government primary students. In Mathematics, our Year 3 students are performing at a lower level for the median of all Victorian government primary students. NAPLAN Year 5 Reading data indicates these students are performing at a lower level than students at like schools. Numeracy data indicates Year 5 students are performing at a similar level than students at like schools. The learning gain of students from year 3 to 5 in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation indicates that 43-63% of students achieved a medium to high gain in learning.

We have a significant number of students who speak English as a second language (23%). Our Aboriginal and Torres Islander students equate to 2%. Our enrolments continued to grow significantly in our second year of operation. Students came from many different schools, locally, interstate and overseas. Our Year 7 cohort was made up of more than 3/4 of new students and only 1/4 of students who had completed Year 6 at our college. Our complex enrolments somewhat skew the accuracy of the data. This data combined with other school-based assessments provide us with valuable information that is used to inform planning for future development and ongoing improvement of student learning outcomes across the school. A comprehensive assessment schedule, detailed staff coaching plans and the provision of Pedagogical Coaches guide this work. Leaders and staff at Mernda Central College undertake purposeful, whole staff Professional Learning to identify best practice and build teacher capacity. Mernda Central College has developed a strategic approach to the delivery of quality, needs-based learning for all students including students on the Program for Students with Disability (PSD). All PSD students showed progress at satisfactory or above in achieving their individual goals.

Engagement

We promoted “It’s Not Ok to be Away,” and rewarded exemplary attendance and student attendance was similar to that of students at like schools. All attendance data is above 88%. We acknowledge extended family holidays have a negative impact on school attendance data. The effective recruitment of high performing and team focused staff and Ongoing Professional Learning will ensure our college continues to be a learning community with positive management and engagement strategies that promote improved student learning outcomes. The college provides all students with the opportunity to take part in a Student Leadership program.

The average annual student absenteeism, of 17.4 days, is slightly above the State average of 15.1 days. In 2019 we will continue to:

- Raise student and parent awareness of alternative student options, including a wide range of VET options
- Provide individualised course and career counselling to all Year 9 students and monitor pathways
- Mentor high performing students and students at risk to support individual needs

Wellbeing

Our second year of operation saw us grow to 765 students Prep –Year 8. They came from many different Kindergartens and schools. But despite this, the students indicated they felt engaged and happy about school. The Attitudes to School Survey data was similar to like schools and demonstrated a sense of connectedness for students, high student motivation and students feeling safe. This data is similar to state median, highlighting the positive learning environment at MCC. We continued to implement the principles of School Wide Positive Behaviours Support. Our positive and consistent approach to Student Management and the explicit teaching of the school expectations ensured a safe and supportive environment for all.

Student and parent perception is consistently positive, ensuring students feel safe and supported in their learning environment.

SWPBS continues to guide student management and teacher response to behavioural concerns.

The Student Wellbeing team, including a full time Student Wellbeing Coordinator, Leading teacher, Speech therapist,

Education Department psychologist, and community services, ensures all students have ongoing access to the physical, social and emotional support they require.

Student engagement and wellbeing is continued to be supported by:

- A well-structured wellbeing program embedded into the curriculum at Years P to 8.
- A highly valued, wide array of student co-curricular and leadership opportunities.

A commitment to Respectful Relationships, has helped us to promote and model respect and equality and to teach our students how to build healthy relationships, resilience and confidence.

• A strong transition program. Mernda Central College has developed close links with local Primary Schools. A strong transition program has been formed to ensure a smooth transition for our Grade 6 students as they move from primary school and into a secondary setting. We provided a very supportive transition program for Prep Students. We developed an intensive orientation program that provides many opportunities for visits prior to the commencement of the school year. We have established strong links with local Kindergartens, including the Jindi Early Learning centre located next to our school. Regular school tours and information sessions for prospective students and their families ensure a smooth transition for all. Transition for students as they move through the college ensures students feel supported and safe. Transition for students as they enter the school ensures students feel supported as they entered Mernda Central College.

Parent Satisfaction surveys indicate that the level of satisfaction with our school is similar to like school data.

The use BYOD across the whole College has required us to provide the appropriate teaching of Cyber Safety strategies.

Financial performance and position

Throughout 2018, Mernda Central College managed both the Student Resource Package Funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET FISO – Framework for Improving Student Learning Outcomes. The resultant

operating cash/credit surplus of \$229 493 as at 31st December 2018 will be carried forward to 2019 to further support the provision of quality programs at MCC.

2018 Grants include:

- DET Quarterly Cash Grant - SRP Cash Component
- Vic Curriculum F-10 Grant - Expended in 2017 and 2018 to assist with the CRT costs of implementing the new Curriculum
- Sporting Schools Program Grant - Grant was all but expended in 2018. This was used to provide a free after school sports program for our students. The remaining funds have been carried forward to 2019.

The Paddock to plate grant ensured we were able to successfully develop a kitchen garden for our Primary School students.

TJapanese

In summation, all funds received from the Department, or raised by the 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, College Council approvals and the intent/purposes for which funding was provided or raised. All funds received from the Department, or raised by the college, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the college, consistent with Department policies, College Council approvals and the intent/purposes for which funding was provided or raised. Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

For more detailed information regarding our school please visit our website at
<http://www.merndacentralp12college.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 733 students were enrolled at this school in 2018, 377 female and 356 male.

23 percent were EAL (English as an Additional Language) students and 2 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> Lower</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" 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>42%</td> <td>36%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>27%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>39%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>44%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	36%	22%	Numeracy	38%	54%	8%	Writing	57%	27%	16%	Spelling	41%	39%	20%	Grammar and Punctuation	37%	44%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(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" data-bbox="529 913 1018 1003"> <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>91 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	90 %	93 %	91 %	92 %	92 %	<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>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	90 %	93 %	91 %	92 %	92 %										

(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> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

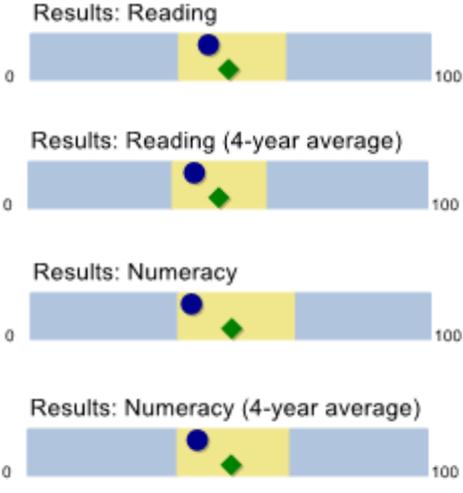
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

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> 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: 

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>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>

(Secondary Year Levels)

Performance Summary

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

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</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p>		

(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	NA	NA	NA	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> 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	\$6,424,518
Government Provided DET Grants	\$640,887
Government Grants Commonwealth	\$24,213
Revenue Other	\$105,254
Locally Raised Funds	\$513,015
Total Operating Revenue	\$7,707,888

Equity¹

Equity (Social Disadvantage)	\$114,733
Equity (Catch Up)	\$24,862
Equity (Social Disadvantage - Extraordinary Growth)	\$43,575
Equity Total	\$183,170

Expenditure

Student Resource Package ²	\$6,151,155
Books & Publications	\$34,758
Communication Costs	\$11,293
Consumables	\$221,706
Miscellaneous Expense ³	\$527,054
Professional Development	\$76,204
Property and Equipment Services	\$230,992
Salaries & Allowances ⁴	\$18,733
Trading & Fundraising	\$50,240
Travel & Subsistence	\$30,702
Utilities	\$359,471
Total Operating Expenditure	\$7,712,308

Net Operating Surplus/-Deficit (\$4,420)

Asset Acquisitions \$0

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$66,415
Official Account	\$57,356
Other Accounts	\$105,721
Total Funds Available	\$229,493

Financial Commitments

Operating Reserve	\$229,493
Other Recurrent Expenditure	\$26,352
Funds Received in Advance	\$409,844
Capital - Buildings/Grounds < 12 months	\$21,092
Total Financial Commitments	\$686,781

(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)

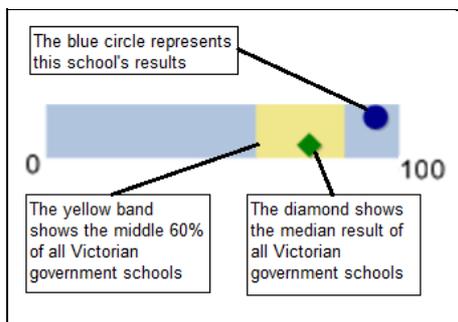
Engagement

- 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).

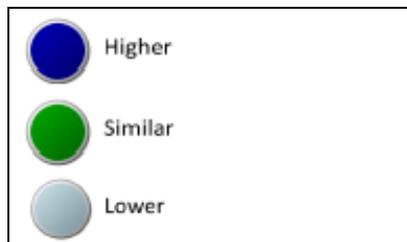


What does *School Comparison* refer to?

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').