

# 2018 Annual Report to The School Community



School Name: Merbein P-10 College (8886)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 01:02 PM by Graeme Cupper  
(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 01 May 2019 at 01:45 PM by Stephen Liddicoat  
(School Council President)

## About Our School

### School context

Merbein P-10 College, located in North-west Victoria, provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The school's socio economic profile is assessed as being in the "low-mid" category. Our students come from both agricultural and urban families.

The 2018 February Census counted 207.2 primary and 460.4 secondary students, making a total enrolment of 667.6. This represented an increase of around 90 students compared to the previous year.

Merbein P10 College has a significant indigenous student population. In 2018 there were 43 primary and 55 secondary indigenous students, making a total of 98. This represents 14.7% of the overall student population.

Our school vision encompasses two main aims:

1. To provide a friendly, caring, inclusive and respectful learning environment that enables students to achieve their personal best.
2. Develop in students life-long learning skills to enable them to achieve their individual goals and make a positive contribution to the community.

Our three School Values are Respect, Responsibility and Quality (doing our best). Through our School Wide Positive Behaviour Support (SWPBS) program, these values are explicitly taught, modelled and acknowledged in a pro-active manner.

In addition to delivering the Victorian Curriculum, throughout 2018 the school also implemented Special programs including:

- FLO (Flexible Learning Options) for secondary students
- School Improvement Partnership SIP (P-6) with Nichols Point PS which included Growth Coaching, Leadership Coaching) ; Essential Elements Data PD; P-6 Literacy professional learning and Reciprocal Classroom Observations
- Student Feedback/ Voice including introduction of the PIVOT student survey
- Introduction of two Learning Specialist (Leading Teacher) positions focusing on P-6 Numeracy and Y7-10 Literacy respectively.
- Mildura Secondary Schools Alliance (MSSA) - a collaborative partnership between four local government secondary providers focusing on curriculum transition, academic vocabulary and academic readiness for all students.

A major Capital Works project resulted in the construction of new technology centre. Classes commenced in the new facility at the commencement of Term 2. Other facilities/ grounds works included the demolition of the old Manual Arts (Tech) building, acquisition of former channel Reserve land (0.9 Ha) and re-surfacing of the large covered basketball court area.

Workforce composition: 2018 The school has 77.1 equivalent full-time staff: 3.0 principal class, 54.6 teachers and 22.5 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

In 2018 the school focused on the FISO Initiative, Building Practice Excellence.

The Key Improvement Strategy was: Building teacher capacity to consistently deliver high quality teaching and learning with a focus on literacy and numeracy.

Key actions undertaken:

- a. Developing teacher capacity to understand and utilize Metacognition and Multiple Exposures (High Impact Teaching Strategies - HITS).

This was successfully achieved through ongoing internal PD and Class Observations specific to the focus HITS

b. Developing teacher capacity to use a range of student assessment data to diagnose learning needs, inform planning and implement differentiated teaching practices.

Actions to support this focus included :

- P-6 Literacy professional learning with literacy consultant ( 1 term)
- Appointment of a Maths Learning Specialist (P-6)
- Appointment of a Literacy Learning Specialist (7-10)
- SIP Project - Data Literacy Course (Bastow ) to establish consistent protocols around planning and use of data to teach at the point of need.
- Essential Assessment implemented (P-6 Maths)
- Growth Coaching
- Reciprocal Classroom Observation with NPPS
- PAT testing analysis

c. Developing teacher capacity to improve student engagement in their learning by providing regular opportunities for feedback and by improved communication between home and school (Student feedback surveys / Compass Learning Tasks/ Meta-cognition HIT).

Actions to support this focus included:

- Enhancement of Compass Parent Access Link to encourage increase use
- SMS Absence Alerts implemented
- Significant professional learning with staff focusing on Practice Principle - Student Voice
- Pivot Survey tool (to obtain Student-to-Teacher feedback) was implemented and unpacked with staff

d. Develop the knowledge and skills of Years 7-10 Mathematics teachers to support improved use of differentiated teaching strategies to achieve enhanced levels of engagement and learning outcomes (eg Year 7 Action Research / MAV conference / data analysis)

Specific actions included:

- Increase the analysis of PAT testing with Year 7-10 teachers
- MAV Conference hosted at Merbein P10 College
- Primary trained Mathematics teachers taking some Year 7 classes ( injecting Primary pedagogical approaches into classroom practice and providing modelling for more traditionally oriented secondary Mathematics teachers)
- Year 7 Mathematics staff included in Primary Professional Learning

e. Continue to develop the capacity of teachers to improve P-6 numeracy outcomes for primary students (School Improvement Partner Program / embedding of strategies developed as part of the PMSS program)

Specific actions included:

- SIP Partnership with NPPS was established and operated effectively throughout 2018
- Professional Learning included Growth Coaching (Leadership Coaching) ; Essential Elements Data training to assist staff to identify and support point of need instruction

f. Develop teacher practice and secondary curriculum alignment through participation in the Mildura Secondary Schools Alliance (MSSA) with network partner schools. (Closer alignment of curriculum planning / curriculum mapping/development / sharing classroom best-practice / professional development)

Actions included:

- regular participation (1 per term) by secondary teachers in multi-school Professional Learning focusing on curriculum transition, academic vocabulary and academic readiness for all students

g. Build teacher capacity to implement evidence-based literacy teaching strategies

Actions taken included:

- P-6 Literacy Professional Learning with Literacy Consultant
- P-1 Literacy PD (with Literacy Consultant)
- 7-10 Literacy Learning Specialist attended HITS Professional Learning to support Literacy learning (Goal setting/ Learning Intentions/ Success Criteria/ Explicit Teaching / Multiple Exposures
- Ongoing Professional Learning to support the implementation of VCOP (Vocabulary, Connectives, Openers and Punctuation)
- Literacy Learning Specialist (Secondary) provided Mentoring support, coordinated Peer observations, and conducted classroom visits to Primary Y 5/6

### Achievement

Primary Year Levels:

Naplan Top 3 Bands Achievement - Reading and Mathematics

With the exception of Year 5 Numeracy, the percentage of students in the top 3 Naplan Bands is similar to Like-schools, and the gap when compared to 4-year average State medians, has generally narrowed.

Year 5 Numeracy will continue to be a key improvement focus supported by a range of programs including SIP. It will also be an ongoing priority for our recently appointed P-6 Numeracy Learning Specialist Leading Teacher.

Secondary Year Levels

Naplan Top 3 Bands Achievement - Reading and Mathematics

Student Naplan achievement outcomes for Year 7 are generally at or above State median. Year 9 outcomes are also similar to Like-schools, although Reading is slightly below State median.

Writing is of particular concern across all year levels, and will be an ongoing priority for our recently appointed 7-10 Literacy Learning Specialist Leading Teacher.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals

### Engagement

Engagement Goal: Ensure all students are engaged in their learning and achieving success.

Attendance continues to be an issue, particularly in Year 8 and 9. Both Pivot Survey and Student Opinion Survey also highlight the need for the school to continue its emphasis on enhancing student engagement within a supportive and productive learning environment.

The school is making a concerted effort to facilitate greater student voice in all aspects of school decision making and feedback. This has included seeking student feedback on teaching practices, student membership on school council and enhanced responsibility for planning and hosting whole school assemblies. Students are now leading other key events such as Open Nights and the annual school Variety Night.

The Pivot survey tool was trialed in semester 2 with encouraging results. Pivot proved to be a very efficient tool for gaining student feedback, and has much to offer when it comes to improving the agency of students to have input into curriculum presentation and pedagogy. Our goal is to ensure that students are more engaged in their learning and have a greater sense of connectedness and inclusion.

SWPB will be reviewed in 2019, with the goal to develop the capacity of teachers to assist students to actively contribute to their education, whole school initiatives and to building a shared understanding of our agreed values across our school community.

In accordance with DET Attendance Policy the school informs parents of each daily student absence, including sending an SMS via the Compass message system. A Parent portal has also been set up on the Compass system which enables parents will be able to approve unexplained absences online

As in previous years, the school will continue its efforts to provide a safe, inclusive learning environment in which students are encouraged to take greater ownership of their learning. FLO program plays an important role in maximising attendance of students who are at greater risk of disengagement.

## Wellbeing

**Wellbeing Goal:** Provide a positive, inclusive and safe culture based on agreed core values that supports all students.

The overall Student Attitudes to School data presented in the Performance Summary shows that our school compares favourably in both categories: Sense of Connectedness and Management of Bullying.

However, a closer examination of the 2018 Attitude to School data indicates the continuation of a gap in perceptions of Y4-6 when compared to Y7-10 students. Although a comprehensive effort has been made over the past 4 years to address this discrepancy, bridging this divide is proving to be challenging, especially when observational and anecdotal evidence appears to contradict the Attitudes survey data.

In 2016 the school introduced the Middle Years Development Index survey in an attempt to obtain better insights into the wellbeing of students Years 5-8. The Pivot survey was introduced in 2018 in order to gain further understanding of this issue.

Transitions at the key levels (Prep, Year 6 to 7 and Year 10- to 11) are given high priority, with extra measures provided to support the transition of students with special needs. The School Readiness Playgroup partnership with Mallee Family Care was implemented again in 2018, providing support on parenting, nutrition, language and social development. A school-funded Social Worker also liaised with the Playgroup team to build relationships with pre-school families, and to assist with the transition of children when they commence primary school.

Two Social Workers are also employed through Equity funding to advise teachers in regard to student management, mental health and general wellbeing. Students with specific needs are case managed. Where appropriate, students are referred to SSSO and to local agencies with relevant expertise.

## Financial performance and position

Although the net outcome appears as a surplus, there is an amount repayable to the Department for SRP shortfall, which will cause this to become an overall deficit. This deficit can mainly be attributed to planned expenditure on new furniture and equipment, building upgrades and upgrades to grounds during 2018.

Extraordinary revenue includes:

Newsletter Advertising	\$1,800	
Mildura Law Courts Camps Donation		\$5,000
Water Trade	\$14,338	
CASS Foundation Grant(Critical Friend)		\$2,750

Extraordinary expenditure includes:

Building Project Equipment/Furniture/Additional Works	\$270,184
Basketball Court Resurfacing	\$50,100
Netball Court Refurbishment	\$8,050
Removal of Dead/Dangerous Trees	\$7,800
Locker Shed (to be completed 2019)	\$19,900

CCTV Upgrade	\$7,345
Student Lockers	\$24,591

New sources of funds include:

DET NWV SIP Program Funding	\$32,030
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Additional State/Commonwealth Funding the school received beyond the SRP:

Advance Grant #	\$9725
Disadvantaged Youth Grant for Advance Program #	\$3564
Short Term Leave Reimbursements	\$66,348
Sporting Schools Grants	\$2,400
DET NWV Region SIP Program Funding #	\$32,030
DET Building Project Grants	\$156,549
DET Funded Works Reimbursement	\$180,267

#### # Advance Program

Advance is a school-based program for young people to volunteer in their community by planning projects, meeting new people, building skills and making a difference in their community.

The Advance grant supported our students in volunteering in a range of community agencies such as Royal Life Saving Victoria, Chaffey Aged Care, RSPCA, PAWS Victoria, Sunraysia Football/Netball Association, DPI, Mildura Rural City Council and Victoria Police. The grant also helped to cover the cost of materials, transport, excursions and camps incorporated in the Advance Program.

#### # SIP Program

The School Improvement Partnerships program aims to provide differentiated support for school improvement. Merbein P10 College was involved in the Teaching Partners initiative in which high performing Leading Teachers work in pairs across two schools to build teaching capability, with a focus on numeracy. SIP proved to be a significant success, and although it was originally a 1-year program, the Department has asked the school to extend its participation in SIP in 2019. A third school has been invited to participate this year.




**For more detailed information regarding our school please visit our website at**  
[www.merbeinp10.vic.edu.au](http://www.merbeinp10.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 667 students were enrolled at this school in 2018, 342 female and 325 male.

1 percent were EAL (English as an Additional Language) students and 14 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><b>Teacher Judgement of student achievement</b></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"> <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> 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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

(Primary Year Levels)




## Performance Summary





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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>58%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>37%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>32%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	58%	12%	Numeracy	41%	37%	22%	Writing	23%	62%	15%	Spelling	36%	44%	20%	Grammar and Punctuation	40%	32%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	31%	58%	12%																							
Numeracy	41%	37%	22%																							
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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><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>School Comparison</b>                      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="528 907 1015 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>90 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	90 %	91 %	89 %	92 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	90 %	91 %	89 %	92 %	90 %										

(Primary Year Levels)




**Performance Summary**

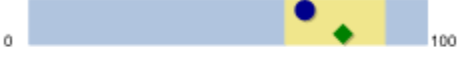



Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><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> Similar</p> <p> Similar</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:

Engagement	Student Outcomes	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>School Comparison</b> 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>88 %</td> <td>90 %</td> <td>87 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	90 %	87 %	88 %	NA	NA	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	90 %	87 %	88 %	NA	NA									
<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: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</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: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</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><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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Higher</p> <p> Higher</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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Higher</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		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,619,970	High Yield Investment Account	\$337,515
Government Provided DET Grants	\$1,560,034	Official Account	\$23,273
Government Grants Commonwealth	\$34,629	Other Accounts	\$243,504
Government Grants State	\$13,289	<b>Total Funds Available</b>	<b>\$604,291</b>
Revenue Other	\$176,760		
Locally Raised Funds	\$722,043		
<b>Total Operating Revenue</b>	<b>\$9,126,725</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$626,158		
Equity (Catch Up)	\$35,700		
<b>Equity Total</b>	<b>\$661,858</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,781,608	Operating Reserve	\$351,294
Books & Publications	\$7,480	Other Recurrent Expenditure	\$65,133
Communication Costs	\$26,773	Funds Received in Advance	\$4,430
Consumables	\$226,589	School Based Programs	\$4,500
Miscellaneous Expense <sup>3</sup>	\$500,819	Repayable to the Department	\$162,000
Professional Development	\$34,990	Capital - Buildings/Grounds < 12 months	\$15,000
Property and Equipment Services	\$650,300	<b>Total Financial Commitments</b>	<b>\$602,357</b>
Salaries & Allowances <sup>4</sup>	\$480,135		
Trading & Fundraising	\$166,274		
Travel & Subsistence	\$74,092		
Utilities	\$116,994		
<b>Total Operating Expenditure</b>	<b>\$9,066,053</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$60,672</b>		
<b>Asset Acquisitions</b>	<b>\$96,666</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 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)

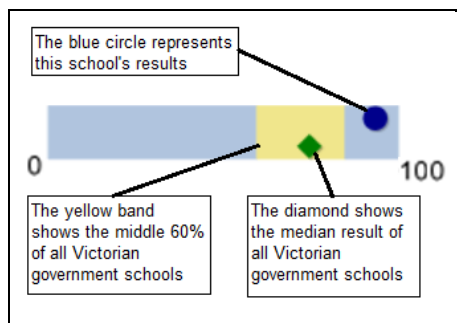
### Engagement

- 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).

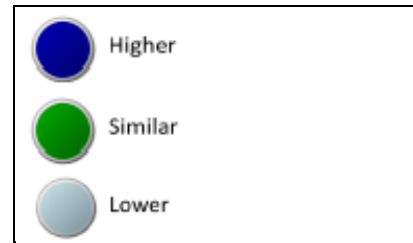


## What does *School Comparison* refer to?

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').