

# 2019 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 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 27 April 2020 at 08:37 PM by Christopher Grimmer (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 01 May 2020 at 02:56 PM by Scott Barnes (School Council President)

## About Our School

### School context

Merbein P-10 College is located in north-west Victoria 550 kilometres from the Melbourne Central Business District and approximately 11 kilometres from the regional city of Mildura. The college provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The college commenced as a P-10 college in 2010 following the merger of three primary schools, Merbein Primary School, Merbein South Primary School and Merbein West Primary School with Merbein Secondary College. The college commenced at its present site in January 2011 and moved into new buildings in November 2012.

The college grounds include grassed and hard surface play areas. There is a large shade structure over netball and basketball courts and shaded adventure playgrounds. The primary blocks enable flexible open learning spaces. Secondary classes are housed in new facilities and within the former secondary college building. There is a library, gymnasium, two art rooms, a music room, science laboratories, specialist facilities for classes in food, metal, wood, textiles, STEM (Science, Technology, Engineering and Mathematics) and a recently completed Arts and Technology centre. The college has a flexible learning options (FLO) program housed in renovated flexible classroom spaces. Enrolments at census 2019 were 752.4 students comprising 229.4 primary students and 523 secondary students. Over the past four years, enrolments increased by approximately 175 students.

The Student Family Occupation (SFO) index was 0.5845 and the Student Family Occupation Education (SFOE) index was 0.5121 in 2018-19.

The staffing profile of Merbein P-10 College includes a Principal and two Assistant Principals and 51.7 full time equivalent (FTE) teachers including two learning specialist and six leading teachers. There are 22.9 FTE Education Support (ES) staff and office administration staff.

The college provides an approved curriculum framework aligned to the Victorian Curriculum for Years Foundation to 10. Secondary students study core and elective subjects. Vocational Education and Training in Schools (VETiS) programs and workplace learning opportunities may be taken by Year 10 students. There is a flexible learning options (FLO) program that provides a personalised curriculum that enables students to learn in small groups with an aim to engage students in their learning and provide additional support.

The college has a wellbeing team with two social workers and a behaviour specialist. The team supports students and families through early intervention and case management. There is a Doctor in Schools program, a breakfast club operates daily and an out of school hours program, run by qualified staff, is available after school. The college provides a range of extra-curricular activities including sport, camps, performances and music.

### Framework for Improving Student Outcomes (FISO)

In 2019 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:

1. Develop teacher capacity and understanding to analyse student data to plan for effective teaching in Reading, Writing and Mathematics
2. Develop teacher knowledge and capacity to work as effective teams utilising a PLC structure to improve student outcomes
3. To support improved student growth and achievement by developing teacher capacity to implement a shared approach to teaching writing that meets students at their point of need.
4. Continue to develop the capacity of teachers to improve P-6 Numeracy outcomes

5. Develop the capacity of teachers to assist students to actively contribute to both their education and whole school initiatives.

6. Develop teacher capacity to understand and utilise specific Practice Principles, HITS and Pedagogical Model elements

7. Develop teacher practice and secondary curriculum alignment through participation in the Mildura Secondary Schools Alliance (MSSA) with network partner schools.

In 2019 the second FISO Initiative we focussed on was Building Communities.

The Key Improvement Strategy was: Provide a positive, inclusive and safe culture based on agreed core values that supports all students.

Key actions undertaken:

1. Develop stronger systems across the school community to embed the SWPB Program

A focus on School Wide Positive Behaviour Support (SWPBS) throughout 2019 led to the college matrices for classroom and non-classroom settings being revised and laminated posters placed around the college to guide expected behaviours. Staff received training and a SWPBS team met regularly to monitor implementation.

## Achievement

Primary Year Levels:

Naplan Top 3 Bands Achievement - Reading and Mathematics

The percentage of students in the top 3 Naplan Bands is similar to Like-schools in year 3. However, this number decreases in Year 5, which is why the growth from year 3-5 will continue to be a key improvement focus, supported by a range of initiatives throughout 2020. It will also be an ongoing priority for our Numeracy Improvement Team.

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 over time, with Numeracy data well above the state median. Year 9 outcomes are also similar to Like-Schools in reading but above in Numeracy. 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.

Throughout 2019 we undertook a number of actions to progress our achievement goals. We undertook Year 7-10 Professional Learning Communities Training, P-6: developed a shared implementation model for VCOP, our P-10 literacy strategy involved our learning specialist mentoring, observing and being observed by our secondary English staff and our primary literacy leaders facilitated PL across P-6 staff.

In addition to this we implemented literacy support from P-10 by creating a 1.0 SELL position and a 0.6 Secondary Literacy Support position to work in the Early Years Koori Literacy area.

The School Improvement Project from P-6 created many opportunities to enhance our Numeracy practice across the primary area. The following actions were implemented;

- P-6: School Improvement Project
- Created a position for a Numeracy Learning Specialist
- Participation in a Communities of Practice with three other schools
- Outside Expert employed to work with staff in the school
- 0.2 time allocation for Numeracy Learning Specialist working across P-10 but predominantly P-6
- P-6 professional learning day shared with The Lake PS and Nichols Point, working on classroom practice in Mathematics with MAV
- Individual work with MAV in classroom observations P-6

- Attendance at Melbourne MAV – Leading Mathematics 2 day conference ( 3 staff –mathematics leaders in each teaching unit)

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.

During our 2019 Whole School Review the panel found that the college had built a positive learning environment for students through building staff teaching and learning skills, team collaboration and enabling greater student voice and agency.

- Whole school professional learning was facilitated by college leaders and external facilitators
- An agreed instructional model had been introduced and embedded in practice in recent years. Class observations showed that the model was evident in practice.
- Capability of staff to lead was developed through leadership programs including training for STEM specialists, Literacy Leaders training and literacy and numeracy learning specialist training
- Professional learning teams were established in the primary sector and time privileged for team data analysis and planning. In 2019 secondary teams in English, Science and Physical Education/Health and primary teams were trained to implement a professional learning community (PLC) inquiry approach
- Student voice and agency were encouraged through the steps in the instructional model. Further strategies were evident to varying degrees and included goal setting, peer and student self-assessment and feedback strategies such as using the Pivot Survey and exit slips.

The Review Panel concluded that actions to build staff capability and student voice and agency were evident as classroom observations showed a calm learning environment where students were engaged and most could articulate the purpose of their learning and how they were progressing.

Attendance continues to be an issue across the College. 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. 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 to be able to approve unexplained absences online. In 2020 we will be instigating a pilot project targeted towards our Year 9 cohort whereby families will be contacted via telephone where student unapproved absences reach three days in succession, or there is a pattern of unapproved absence. Letters will also be emailed home that note any unapproved absences which will prompt parents to contact the school to explain the listed absences.

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. Our FLO program also 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 Primary levels are below similar schools in both categories: Sense of Connectedness and Management of Bullying. Our Secondary levels are above similar schools in both categories.

It is clear that observational and anecdotal evidence contradict the Attitudes to School survey data. During our recent whole school review the Panel found that the college had built a positive learning environment for students through building staff teaching and learning skills, team collaboration and enabling greater student voice and agency. They stated, following observations, that they witnessed a calm learning environment where students were engaged and

most could articulate the purpose of their learning and how they were progressing.

The Pivot survey was introduced in late 2018 and embedded during 2019 in order to gain further understanding of this issue and guide teacher practice.

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.

Three Social Workers were 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.

Key Actions completed for this Wellbeing KIS across the P-10:

- Whole staff completed a SWPB audit, with the assistance of Regional staff
- Consequently worked on areas that were identified in audit
- Staff matrix revisited by primary and secondary staff with feedback from students included
- 3 Staff attended SWPB Conference 2019

### Financial performance and position

The net outcome for the year is a deficit, which can be mainly attributed to items budgeted to be completed using funds held over from previous years. These include the completion of new locker shed building and purchase of new lockers for students; purchase of additional shade sails; CCTV upgrades; upgrade to carpets and furniture in rooms that had previously been low use but are now needed due to rising student numbers.

Extraordinary revenue includes:

Water Sales	\$45,398
Quality Music Education Fund	\$4,485
SIP Program Funding	\$6,480
DET PLC Funding	\$12,609
Mildura Law Courts Donation (Camps)	\$4,500
Bendigo Bank Donation (Breakfast Club)	\$6,000
Facilities Hire	\$2,309

Extraordinary expenditure includes:

Locker Shed Building	\$13,265
Locker Purchases	\$57,182
Shade Sails	\$28,863
Edval Software Purchase	\$11,053
Repairs to Eaves (BER Buildings)	\$11,143
CCTV Upgrade (ATEK)	\$9,055
Musical Instruments (Quality Music Fund)	\$4,034
Carpet Replacement	\$9,860
Furniture-Portable Upgrade	\$6,984
STEM – Lego Kits	\$4,004

New sources of funds include:

Quality Music Education Fund	\$4,485
DET PLC Funding	\$12,609

Additional State/Commonwealth Funding the school received beyond the SRP:

• Advance Grant #	\$9,725
• Short Term Leave Reimbursements	\$86,349
• Sporting Schools Grants	\$2,400
• DET NWV Region SIP Program Funding	\$6,480

**# 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.




**For more detailed information regarding our school please visit our website at**  
<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 752 students were enrolled at this school in 2019, 359 female and 393 male.

2 percent were EAL (English as an Additional Language) students and 13 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**

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </p>



(Primary Year Levels)

# Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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><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>Below </p> <p>Below </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: ◆



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

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>48%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>50%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>50%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>46%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	48%	14%	Numeracy	43%	50%	7%	Writing	39%	50%	11%	Spelling	43%	43%	14%	Grammar and Punctuation	43%	46%	11%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **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 style="text-align: center;">Below <span style="color: blue; font-size: 24px; vertical-align: middle;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	90 %	91 %	89 %	90 %	<p style="text-align: center;">Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	90 %	91 %	89 %	90 %										

(Primary Year Levels)


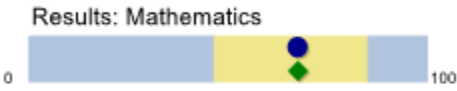


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below <span style="color: blue; 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

(Secondary Year Levels)

**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>Similar</b> </p> <p><b>Above</b> </p>

**(Secondary Year Levels)**

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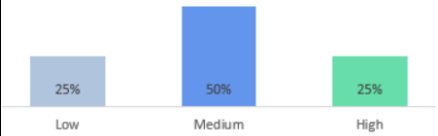
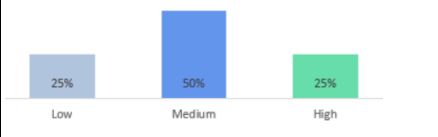


Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <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>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p>

**(Secondary Year Levels)**

**Performance Summary**

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 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 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><b>Reading</b>                      33% Low, 50% Medium, 17% High</p> <p><b>Numeracy</b>                      22% Low, 51% Medium, 27% High</p> <p><b>Writing</b>                      34% Low, 47% Medium, 19% High</p> <p><b>Spelling</b>                      28% Low, 54% Medium, 18% High</p> <p><b>Grammar and Punctuation</b>                      29% Low, 55% Medium, 16% 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>                      35% Low, 44% Medium, 21% High</p> <p><b>Numeracy</b>                      15% Low, 56% Medium, 29% High</p> <p><b>Writing</b>                      21% Low, 58% Medium, 21% High</p> <p><b>Spelling</b>                      45% Low, 45% Medium, 10% High</p> <p><b>Grammar and Punctuation</b>                      40% Low, 39% Medium, 21% 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>No Data Available</p>

Students in 2019 who satisfactorily completed their VCE: [N/A](#)  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: [N/A](#)  
 VET units of competence satisfactorily completed in 2019: [N/A](#)  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: [N/A](#)

(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: **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>Similar </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>90 %</td> <td>86 %</td> <td>85 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	86 %	85 %	88 %	NA	NA	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	86 %	85 %	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: 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>												



(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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● 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>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>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	\$7,509,589	High Yield Investment Account	\$356,084
Government Provided DET Grants	\$1,064,092	Official Account	\$27,332
Government Grants Commonwealth	\$30,080	Other Accounts	\$0
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$383,416</b>
Revenue Other	\$102,900		
Locally Raised Funds	\$850,157		
<b>Total Operating Revenue</b>	<b>\$9,566,543</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$680,410		
Equity (Catch Up)	\$36,977		
<b>Equity Total</b>	<b>\$717,387</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,596,027	Operating Reserve	\$360,751
Books & Publications	\$16,175	Other Recurrent Expenditure	\$55,244
Communication Costs	\$20,783	Funds Received in Advance	\$39,043
Consumables	\$243,379	School Based Programs	\$250
Miscellaneous Expense <sup>3</sup>	\$482,700	Capital - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$25,042	<b>Total Financial Commitments</b>	<b>\$505,288</b>
Property and Equipment Services	\$450,485		
Salaries & Allowances <sup>4</sup>	\$489,326		
Trading & Fundraising	\$238,048		
Travel & Subsistence	\$105,688		
Utilities	\$123,305		
<b>Total Operating Expenditure</b>	<b>\$9,790,958</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$224,415)</b>		
<b>Asset Acquisitions</b>	<b>\$107,904</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)

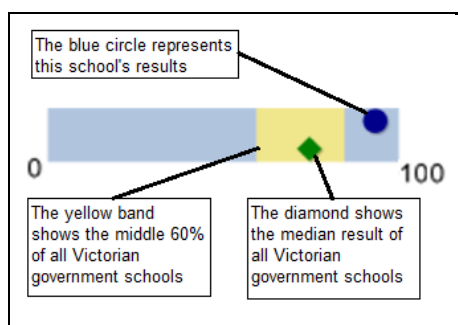
### Engagement

- 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).

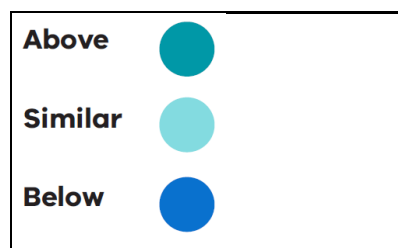


## What does *School Comparison* refer to?

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').