

2019 Annual Report to The School Community



School Name: The Lakes South Morang College (8846)



- 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 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 24 March 2020 at 01:23 PM by Kerrie Heenan (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 26 October 2020 at 07:47 PM by Todd Sprague (School Council President)

About Our School

School context

The Lakes South Morang College is a dual campus school of 735 students (384 males & 351 female) situated in the north of Melbourne and is part of a rapidly growing corridor in the city of Whittlesea. The school is a diverse community with a representative mix of many cultures. The school community lives by the four core values of Respect, Leadership, Teamwork and Learning. The values form the basis of our school protocols which in turn underpin our goal for high levels of student achievement, engagement and wellbeing. In 2019, the school employed 72 staff members which is comprised of 4 Principal Class Officers, 63 teachers and 22 Education Support staff. Of those, 20 teachers and 11 Education Support staff members worked in a part time capacity.

The Lakes South Morang College is the new school name to reflect the change to include senior school provision. This is in response to the decision taken by the school community to offer studies through to Year 12. In 2019, the Early Years was rebadged as the Primary Campus accommodating students in P-5 and the Middle Years was rebadged as the Secondary Campus for students in Years 6-10. The school rebranded its motto to reflect the changes and has updated the school uniform to reflect a dress code that meets the expectations of the community it represents. This decision was taken after collaboration and input of students and families. The college is culturally diverse with a representative mix of many cultures. On any given day you can see learning groups composed of students from Europe, the Middle East, Africa, Asia and the Pacific region sharing different experiences and strengthening their knowledge. There are 36 languages spoken by our families and 180 students from EAL backgrounds. The School Family Occupation Employment (SFOE) index score is 0.4174 on the Primary Campus and 0.4863 on the Secondary Campus.

The Lakes South Morang College is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st Century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The Learning Streets on both the Primary and Secondary Campuses are a focal point for curriculum delivery and educators work collectively in learning teams to deliver quality teaching and learning focused on Literacy, Numeracy and an inquiry-based, integrated curriculum. In 2019, reading literacy will be the key initiative on the Primary Campus to support the intervention strategies introduced in tandem with the NEMA Literacy Partners in 2018. Developing the senior school program studies and senior provision administration will be the focus on the Secondary Campus. The school pedagogical workshop model was bedded down in an extensive professional development program that was supported through the introduction of Professional Learning Teams. PD on the new Professional Learning Community will be a focus for our college in the second half of 2019. A revamped, summative student report template was implemented in 2019 to support the continuous reporting policy trialed at a number of year levels with the aim of expansion in 2020. The innovative use of technologies is embedded in all areas of the curriculum to support the development of every student in reaching their full potential. The college is strongly committed to building lasting and constructive relationships with a wide range of education providers, both local and global, that enhance opportunities for student participation in community programs, personal growth and leadership.

School facilities are outstanding with each campus having multiple spaces that are purposely designed to allow for a range of learning experiences and choices. The learning spaces are flexible in design, allowing for adaptable internal and external learning. The school's 21st century learning landscape includes specialist facilities in the performing and creative arts, science, technology, physical education together with multiple outdoor learning centres. The school's ICT rich infrastructure enables programs that operate in single year neighbourhoods to drive curiosity through an integrated inquiry approach. The Lakes School continues to develop its grounds and facilities to ensure learning can, and will, occur anywhere, anytime. In 2019, a new full size synthetic FIFA approved soccer pitch opened expanding the range of play and outdoor working spaces available on both campuses.

This breakdown of the Leadership Team has been strategically devised to equally cater for both campuses with a College Principal, two Campus Principals and one Assistant Principal. Their roles are broken down to oversee the effective implementation of the human and physical resources of the school. There are a total of 4 Leading Teachers and 2 Learning Specialists. The team has a consultative and transparent model of shared responsibility and distributive

leadership. The college believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved over the 13 years of operation with increasingly experienced teachers and professional maturity which is reflected in the number of teachers who are now in the band two classification range.

Framework for Improving Student Outcomes (FISO)

The first FISO focus for our college has been on Excellence in Learning & Teaching- Building Practice Excellence with a focus on implementing High Impact Teaching Strategies (HITS), supported by improving student outcomes data across the Primary and Secondary Campus. The goal was to continue ensuring students value add one full level of growth in the calendar year . Using the HITS to continue driving differentiated, relevant and authentic programs supported by newly formed and agreed teaching and learning protocols and DET expectations. Our Panorama Report aligns to this goal as our school has been placed in the Transform measurement group across Literacy and Numeracy achievement ranges. The second FISO initiative selection on Positive Climate for Learning with a focus on Setting Expectations and Promoting Inclusion linked perfectly with our strategic targets across wellbeing and engagement. Our accountability data indicated that we were in the Renew and Transform measurement groups and as a result, we need to continue providing and building student wellbeing and engagement strategies and programs to suit the needs of our cohort and families.

The School Strategic Plan clearly articulates our vision to implement and deliver on excellence in teaching & learning, focusing on literacy-reading and a consistent workshop model of practice. Similarly, our teams are bedding down our approach to effective student engagement processes and building community partnerships under Building School Pride umbrella. We have an annual, whole school focus on review and reflection of our progress on all the the FISO dimensions.

Achievement

The 2019 AIP highlight's the following goals in year two of the School Strategic Plan:

1. To maximise the achievement and learning growth of every student in literacy and numeracy.To carefully track NAPLAN data in literacy and numeracy and target a state mean average in student achievement with a significant focus on differentiation, extension and point of need learning.
2. To ensure student wellbeing is enabled by a supportive and productive learning environment.
3. To optimise the engagement of students in their learning with a focus on student agency.

To systemically build student agency into all areas of the curriculum in an effort to exceed state mean benchmark data in the Student Attitude to School Survey

4. To build our school pride with clearly articulated school protocols and staff non negotiables as part of the whole school rebranding process that will involve changes to the school name, uniform and reflect the changing perception of our community demographic.

Teacher assessment of student achievement in English is below in primary and similar at secondary to other government schools. In Mathematics, teacher judgments are below other government schools at both primary and secondary level.

In 2019, the NAPLAN assessment of Reading Year 3 was lower to that of other government primary schools and was similar in the assessment of Numeracy. The Year 5 NAPLAN assessments were above other government schools in both Reading and Numeracy. Year 7 NAPLAN data is not used for school comparison as it is the first year of secondary school. Year 9 NAPLAN data in both Reading and Numeracy were lower than the government school comparison.

The monitoring and tracking of student outcomes remain a high priority and form an integral part of the staff Performance and Development Plan where evidence of growth and future planning was a requirement. This is the focus in Student Outcomes. The goals are developed using student data and tracked using evidence- based assessments ranging from school assessed coursework and system wide testing. Teaching Partners, Leading Teachers, Learning Specialists and Curriculum Leaders act as key facilitators in tracking student progress and

encouraging targeted differentiation for all students. Teams work in smaller and tighter groups to allow for increased planning opportunities and greater connections with students. Through the strategies employed in the Reading Literacy program, Sprint groups and anchor charts are some of the chosen words heard consistently in our narrative and conversations. There is a commitment to the use the workshop model as the explicit driver for unit planning and reflection. The college has invested in team APT time and a defined meeting schedule to address the key priorities of the AIP.

The College has a total of 9 PSD students. Each student has an Individual Learning Plan which is evidence based for literacy and numeracy and outcomes based for social/emotional development. Each student is supported by a teacher aid who is allocated time in accordance to their funding. This is additional to the class teachers and a team of welfare teachers who work together on specific tasks including differentiation of student tasks and assessment, reporting and building positive relationships. The school has invested and appointed a Leading Teacher-Welfare to oversee the welfare programs across the college.

On the Secondary Campus, engagement of PSD students to both their studies and the wider school program is extensive and includes participation in inter school sporting teams, lunchtime clubs and as duty students. Students in years 8-10 choose electives and participate in excursions, camps, community service and career pathway planning. Official feedback is captured at the SSG meetings with their families/support services and shared amongst the team for reflection and planning. In Addition, the college employs a teacher aide to organise and run a range of wellbeing programs to support the social/emotional development of student needs including anger management, team building and conflict resolution under the Respectful Relationships initiative. The college is allocated a nurse two days per week to support secondary welfare and to assist with programs in health, inclusion and cultural diversity.

On the Primary Campus, students are involved in the social groups, performing arts, visual art and sport/PE. A Leading Teacher- Wellbeing has been appointed to lead the programs and allocate resources. The Federal Government equity funding grant to assist with welfare has been acted upon with the appointment of a Student Support Officer and a Speech Therapist two days per week. In lieu of the access difficulties associated with the SSO staff, the college has outsourced to engage the professional services of government providers including Yarra Me, NCASA, the secondary schools consult network, The City Of Whittlesea wellbeing services and Learning Places Connect in an effort to support the families and build their relationships with the college and the community. We have implemented professional learning for our staff on ENQ, SWPBS, trauma and mental health. Moreover, we have continued our school goal of lower class sizes at every primary year level in an effort to address the learning needs of students.

Engagement

Student attendance was below the state mean. 47% of students had at least 20 or more absence days which is higher than average similar school absence at 40%. The school uses an SMS system to support AM and PM roll marking on the Primary Campus and sessional roll marking in Years 6-10. Home Group teachers and Class teachers are expected to highlight and follow up on non-attendance. As a result, there has been an increased level of consistency within Year Levels in the tracking, and follow up of student absenteeism. The college is working towards no unexplained absences. To achieve this, families are consistently reminded of their obligation to provide relevant documentation for student absence. Student Managers, class teachers and school administration staff work closely with Leading Teachers and Principal Class to address chronic absenteeism issues with the support of external agencies. Functional Behaviour Plans, Safety Plans, Individual Learning Plans and Individual Learning Improvement Plans were developed and addressed as part of the Performance and Development process in ensuring staff built their skills and capacity in developing these student plans.

In 2019, the average attendance rate from Prep to Year 6 was 90% one point down on 2018. The average attendance rate of all primary students at The Lakes for the period of 2015-2018 is similar to that of other government primary schools.

In 2019, the average attendance rate from Year 7 to Year 9 was 87%. This is identical to 2018. The average attendance rate of all secondary students at The Lakes for the period of 2015- 2018 is similar to that of other government secondary schools.

In summary, there is a commitment from most families to actively engage in their children's attendance at school. There is a minority of students with extended absenteeism.

Students in Years 4 to 9 participated in the Student Attitudes to School Survey (ATTS). This survey focuses on a student's sense of belonging and enjoyment of school. The college aims to increase the overall result of student responses in the ATTS by 15% in the life of the next school strategic plan.

The 2019 Attitudes to School survey results in the area of Sense of Connectedness are below similar to those of other government primary schools and similar to other secondary schools. The results over a three year average from 2018 - 2019 are similar to that of 2018 and other government schools in Years 4 to 9.

The 2018 Attitudes to School survey results in the area of Management of Bullying are ranked as below to those of other government primary and secondary schools. The Lakes results over a three year average from 2018 - 2019 are below that of other government schools in Years 4 to 9.

Wellbeing

The Executive Leadership team comprising of the School Principals, Leading Teachers and Learning Specialists continued to support Student Managers and Home Group teachers to improve processes and guidelines in accordance with our Student Engagement and Inclusion policies and processes. In 2019, we decided that more work was required when using the School Wide Positive Behaviour Framework by working with our staff and students to determine a consistent behaviour model. The school remains committed to providing a strong wellbeing program underpinned by the Home Group system and supported by a qualified and experienced welfare team. Moreover, every student has an adult advocate for counsel and support. The Primary Campus is investigating an updated School Wide Positive Behaviour Student Program (SWPBS). The Wellbeing and Welfare team on the Secondary Campus are working on a pilot program that is focused on the DET Amplify initiative and based on the positive education framework with a view to update and implement an inclusive engagement policy. A range of student leadership positions are openly promoted to engage a large cross section of students in our school wide decision making. School Captains, School Council elected representatives, School Ambassadors, an active SRC and our Academy leaders in the Performing Arts, STEM and Fast Track (PE) all coexist to lead student voice and agency. Celebration of Learning Assemblies on the Secondary Campus and fortnightly Assemblies are convened and administered by the students on the Primary Campus to develop leadership, presentation and organisational skills and to effectively model the values of the college. In 2019, the College implemented 18 engagement and intervention programs. Each designated program had a Program Leader, a goal and purpose, a target group of students and was linked to a Key Improvement Strategy in our AIP. All programs are reviewed and assessed for future implementation. Programs are measured against our student needs and new programs that are initiated at the school.

Financial performance and position

The school continued to manage financial resources to support the current Strategic plan. Families should be commended for their efforts in committing to material charges for essential items with an 80% plus collection rate. All income was guided by the strategic plan and targetted on learning outcomes for students, building capacity of teachers through professional learning to support wellbeing and the extension of our school to Year 12. There was active seeking of external grants through Federal and Local Government initiatives together with partnerships built with external agencies.. Each of these grants strengthened our programs and supported our learning community. Community use of our facilities has enabled funds to be redirected into continuously improving facilities in our hub.

Equity funding has been directed at the most vulnerable of our students providing for smaller, targetted learning groups to enable strong differentiation. Additional services have enabled on site access to student support workers and a .4 speech pathologist. School council has continued to invest in a grounds development program of \$1.6 m to rectify ongoing issues with the sport fields. We are 13 years in and there has been significant works completed in painting and renewal of all learning spaces in particular painting, drainage, heating and carpeting.

We face 2020 with renewed energy and commitments from a range of sources to again enhance learning. We congratulate the community on effective fundraising and gathering support from beyond our fence to take our school up

a notch..

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 735 students were enrolled at this school in 2019, 351 female and 384 male.

26 percent were EAL (English as an Additional Language) students and 3 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>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>Key: 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>Results: English</p>  <p>Results: Mathematics</p>  | <p>Key: Similar School Comparison ● Above ● Similar ● Below</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>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>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>Similar </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>Above </p> <p>Above </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>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"> <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>33%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>43%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>58%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>61%</td> <td>16%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 33% | 53% | 14% | Numeracy | 19% | 53% | 27% | Writing | 36% | 43% | 21% | Spelling | 19% | 58% | 23% | Grammar and Punctuation | 23% | 61% | 16% | <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 (all domains)</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% |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 33% | 53% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 19% | 53% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 36% | 43% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 19% | 58% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 23% | 61% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(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>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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Below </p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1"> <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>90 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 90 % | 92 % | 90 % | 90 % | 92 % | 92 % | 89 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 90 % | 92 % | 90 % | 90 % | 92 % | 92 % | 89 % | | | | | | | | | | |

(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

| Wellbeing | Student Outcomes | Similar 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>Below ●</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>Below ●</p> |

(Secondary Year Levels)

Performance Summary

| Achievement | Student Outcomes | Similar 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>Below </p> |

(Secondary Year Levels)

Performance Summary

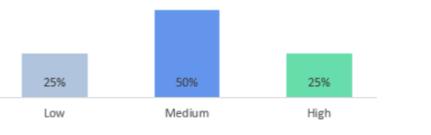
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar 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>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>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>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> |

(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

| Achievement | Student Outcomes | Similar 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 style="text-align: center;">Reading</p> <p style="text-align: center;">31 % 42 % 27 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">24 % 54 % 23 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">13 % 55 % 32 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">21 % 60 % 19 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">20 % 44 % 36 % Low Medium 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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</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 style="text-align: center;">Reading</p> <p style="text-align: center;">37 % 44 % 19 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">39 % 51 % 10 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">41 % 50 % 9 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">36 % 50 % 14 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">18 % 71 % 11 % Low Medium 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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</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> |

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>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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Similar </p> | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</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>88 %</td> <td>86 %</td> <td>87 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 88 % | 86 % | 87 % | NA | NA | NA | <p>Similar school comparison not available</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 88 % | 86 % | 87 % | 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>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> | | | | | | | | | | | | |

(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>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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Below ●</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 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$7,112,304 | High Yield Investment Account | \$641,573 |
| Government Provided DET Grants | \$935,043 | Official Account | \$18,032 |
| Government Grants Commonwealth | \$18,100 | Other Accounts | \$0 |
| Government Grants State | \$9,725 | Total Funds Available | \$659,606 |
| Revenue Other | \$72,763 | | |
| Locally Raised Funds | \$435,095 | | |
| Total Operating Revenue | \$8,583,030 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$352,420 | | |
| Equity (Catch Up) | \$34,133 | | |
| Equity Total | \$386,553 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$7,079,052 | Operating Reserve | \$162,999 |
| Communication Costs | \$15,029 | Funds Received in Advance | \$97,093 |
| Consumables | \$139,915 | School Based Programs | \$10,664 |
| Miscellaneous Expense ³ | \$433,406 | Funds for Committees/Shared Arrangements | \$7,307 |
| Professional Development | \$30,723 | Asset/Equipment Replacement < 12 months | \$300,000 |
| Property and Equipment Services | \$291,287 | Maintenance - Buildings/Grounds < 12 months | \$100,000 |
| Salaries & Allowances ⁴ | \$71,616 | Total Financial Commitments | \$678,062 |
| Trading & Fundraising | \$14,973 | | |
| Travel & Subsistence | \$2,542 | | |
| Utilities | \$99,061 | | |
| Total Operating Expenditure | \$8,177,604 | | |
| Net Operating Surplus/-Deficit | \$405,426 | | |
| Asset Acquisitions | \$784,526 | | |

- (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)

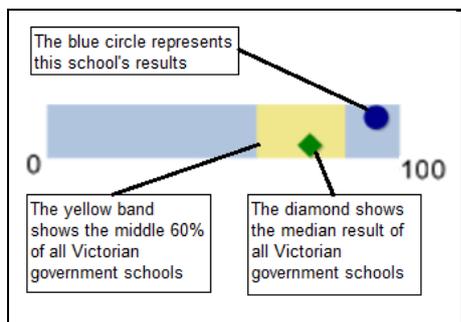
Engagement

- 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).

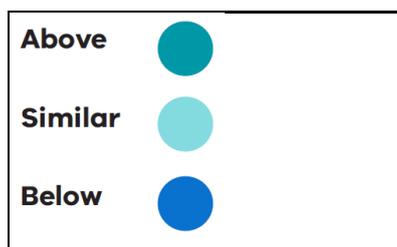


What does *School Comparison* refer to?

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').