

2018 Annual Report to The School Community



School Name: The Lakes South Morang P-9 School (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 Regulation 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 15 March 2019 at 01:16 PM by Kerrie Heenan
(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 Regulation 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 20 March 2019 at 08:27 PM by Todd Sprague
(School Council President)

The Lakes South Morang P-9 School (8846)

About Our School

School context

The Lakes South Morang P–9 School is a dual campus school of 800 students 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 and these form the basis of our strong “Effective Schools are Engaging Schools” policy and the cornerstone of our School wide Positive Behaviours Framework. In 2018, the school employed 72 staff members which is comprised of 4 Principal class officers, 69 teachers and 21 Education Support staff. Of those, 16 teachers and 10 Education Support staff members worked in a part time capacity.

The Lakes School 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 Early Years and Middle Years 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. The innovative use of ICT is embedded in all areas of the curriculum to support the development of every student in reaching their full potential. Driven by high expectations, self-belief and permission to dream big, The Lakes staff see collaboration, connection and contribution as the underpinning protocols within the school.

Our school 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 (SFO) index score of 0.4174 on the Early Years Campus (EY) and 0.4804 on the Middle Years Campus.

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 October 2018, the Minister of Education announced the school will move towards senior school provision commencing with Year 10 in 2020.

There are a total of 8 Leading Teachers and Learning Specialists. The team has worked tirelessly to establish a consultative and transparent model of shared responsibility and distributive leadership structure. This Leadership Team has been strategically devised to equally cater for and address: Curriculum, Wellbeing and Engagement. The Lakes believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved over the 12 years of operation to have increased capacity and professional maturity which is reflected in a more balanced mix of teacher experience and expertise. The energy and commitment of the staff is extraordinary and acknowledged by the school community. Organised across two campuses, the grade structure is vertical and there is a strong emphasis on literacy and numeracy. Programs are differentiated to cater for all elements and levels of student learning across the school.

We have a commitment to fostering student wellbeing through a range of support programs across the school, including but not limited to: Breakfast Club; Hands on Learning; and a suite of other targeted wellbeing/welfare initiatives. Equal to this is the range of student leadership opportunities we provide through Young Leaders, Advance, SRC and our Academies. As a cornerstone of our local community, we strive to build partnerships with the local organisations, agencies and local government to further enhance opportunities for students and their

The Lakes South Morang P-9 School (8846)

families...

The school promotes and fosters an inclusive, consultative and collaborative approach to communication with all members of the school community. The leadership structure of our school provides informal and formal opportunities for all members of the school community to actively participate in decision making processes. All teachers provide timely and targeted feedback to students on their work, specifically through continuous feedback to students and their parents.

Continuous feedback to parents is provided in a variety of forms:

- Parent information sessions that are held across P -9 to allow for students to highlight their learning and progress in the form of a Celebration of Learning Evening, Expos, and Medieval and Ancients celebrations etc.
- Meet and Greet sessions are held at the beginning of each year and more regularly on demand
- Student progress reports are provided at the end of Terms 1, 2 and 3.
- End of semester reports are provided at the end of Terms 2 and 4.
- Cohort information is uploaded on the website and highlighted in the fortnightly newsletter.
- Individual student success is celebrated as part of the weekly assemblies on Early Years and the end of term assemblies on Middle Years.

We believe that feedback on student progress should not be a surprise to parents and that feedback to students is ongoing. We present this to students (and parents) in the form of rubrics, video analysis, test results and verbal discussions. Involving students in discussions around their results allows for negotiated learning tasks and meaningful future goal setting.

In October 2018, our School Review identified the following challenges that will form the next School Strategic Plan:

1. 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 establish a clearly defined instructional model for learning that is widely adhered to and practiced by all staff across both campuses of the school
3. 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.

Framework for Improving Student Outcomes (FISO)

The selection of Building Practice Excellence Evidence with a focus on High Impact Teaching Strategies supported the focus on improving student outcome data across P-9 and allows for staff to continue ensuring students value add one level growth. Using the HITS to continue driving differentiated, relevant and authentic programs supported teaching and learning protocols and DET expectations. Our Panorama report supported this initiative choice as our school has been placed in the Transform measurement group across Literacy and Numeracy achievement ranges.

The selection of Positive Climate for Learning with a focus on Setting Expectations and Promoting Inclusion linked perfectly with our final year strategic targets across wellbeing and engagement. Our 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 on a consistent basis.

The 2018 School Review process was influential in future decision making and provided the school with a

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platform to realign and design our next Strategic Plan.

Achievement

Teacher assessment of student achievement in English, Mathematics and all other subjects is similar to other government primary schools and is higher in English and similar in Mathematics when compared with other government secondary schools on adjusted school performance.

In 2018, 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 4 Year average of NAPLAN assessment of Year 3 Reading was lower than other government schools on adjusted school performance whilst Numeracy was similar in the same data group.

The Year 5 NAPLAN assessments were lower to that of other government schools in Reading and Numeracy. The 4 year average of NAPLAN assessment of Year 5 Reading was lower than other government schools on adjusted school performance whilst Numeracy was similar in the same data group.

Year 7 NAPLAN data is not used for school comparison as it is the first year of secondary school.

The Year 9 NAPLAN data for 2018 in Reading and Numeracy was lower to other government schools. In the 4 year average on adjusted school performance, the school performed similar in both Reading and Numeracy.

The monitoring and tracking of student outcomes remained a high priority and formed a part of the staff Performance and Development Plans where evidence of growth and future planning was a requirement to be shared. Teaching Partners, Leading Teachers, Learning Specialists and Curriculum Leaders acted as key facilitators in tracking student progress and encouraging targeted differentiation for all student levels. Teams worked in smaller and tighter groups to allow for increased planning opportunities and greater connections with students.

Engagement

In 2018, the average attendance rate from Prep to Year 6 was 91%. 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 2018, the average attendance rate from Year 7 to Year 9 was 87%. 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.

The school uses an SMS system to support AM and PM role marking from P-6 and sessional roll marking in Years 7 - 9. Staff 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. Student Managers teachers from P to 9 supported student engagement and worked closely with Leading Teachers and Principal Class to address chronic absenteeism issues with the support of external agencies where required. Functional Behavior 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.

Wellbeing

Students in Years 4 to 9 participated in the Student Attitudes to School Survey. This survey focuses on a student's sense of belonging and enjoyment of school.

The 2018 Attitudes to School survey results in the area of Sense of Connectedness are similar to those of other government primary schools and other secondary schools. The Lakes results over a two year average from 2017 - 2018 are similar to that of other government schools in Years 4 to 9

The 2018 Attitudes to School survey results in the area of Management of Bullying are similar to those of other government primary schools and lower to other secondary schools. The Lakes results over a two year average from 2017 - 2018 are similar to that of other government schools in Years 4 to 9

The Lakes South Morang P-9 School (8846)

The Student Wellbeing Executive team continued to support and guide Student Managers to improve processes and guidelines in accordance with our Student Engagement and Inclusion policies. In 2018, as part of our School Review, we decided that more work was required when using the School Wide Positive Behaviour Framework by working with our staff to determine a consistent behaviour model. The ABLES suite of tools continues to be used to assess students on the PSD and to support the formulation of goals within the ILPs.

Financial performance and position

The school continued to manage financial resources to support the Strategic plan. Families should be commended for their efforts in committing to charges for essential items with 80% collection rate. Equity money was targeted at smaller class sizes across the school to assist in improving literacy in particular reading while a speech pathologist was retained to assess Prep students, provide programs and professional learning for Early Years staff. School council invested in a grounds development program 2018/2019 of \$1.4 m to rectify ongoing issues with the MY sport fields. The school continually seek external grants to fund project based initiatives through local council, federal initiatives and philanthropic trust ensuring opportunities for creative, challenging and entrepreneurial learning advance the learning program.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary/secondary school type.*

Enrolment Profile

A total of 800 students were enrolled at this school in 2018, 389 female and 411 male.

28 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.1	74.0	66.7	85.5

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	57.7	58.3	47.2	70.5

PRIMARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.9	90.1	82.6	95.3	Similar
Mathematics	80.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	61.7	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	52.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	35.9	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	36.4	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	61.2	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	56.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	44.3	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	40.7	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	50.0	40.9	9.1
Numeracy	38.5	44.6	16.9
Writing	47.7	41.5	10.8
Spelling	36.9	40.0	23.1
Grammar and Punctuation	55.4	36.9	7.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.7	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	90	92	91	91	90	91

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.2	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	81.0	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.4	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	74.6	81.8	73.7	89.7	Similar

SECONDARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	75.5	79.1	64.9	89.9	Higher
Mathematics	32.2	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	31.0	50.0	37.7	64.5	
Year 7	Numeracy - latest year	35.2	50.8	37.5	66.7	
Year 9	Reading - latest year	30.7	43.7	31.2	58.4	Lower
Year 9	Numeracy - latest year	22.3	44.4	30.4	59.9	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	35.6	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	36.9	51.4	38.1	66.0	
Year 9	Reading (4 year average)	30.0	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	26.3	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	38.1	50.8	11.1
Year 5 to 7	Numeracy	32.8	54.7	12.5
Year 5 to 7	Writing	40.0	50.0	10.0
Year 5 to 7	Spelling	26.2	49.2	24.6
Year 5 to 7	Grammar and Punctuation	37.7	55.7	6.6
Year 7 to 9	Reading	38.9	33.3	27.8
Year 7 to 9	Numeracy	43.5	41.3	15.2
Year 7 to 9	Writing	34.0	42.6	23.4
Year 7 to 9	Spelling	34.7	46.3	18.9
Year 7 to 9	Grammar and Punctuation	34.7	55.8	9.5

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)					
Mean Study Score (4 year average)					

Students in 2018 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A percent.**

VET units of competence satisfactorily completed in 2018: **N/A percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	25.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	24.1	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	88	86			

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)					
Retention (4 year average)					

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)					
Student Exits (4 year average)					

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	50.0	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	51.8	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	42.7	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	45.1	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$7,029,789
Government Provided DET Grants	\$1,179,725
Government Grants Commonwealth	\$17,349
Government Grants State	\$9,725
Revenue Other	\$86,902
Locally Raised Funds	\$510,077
Total Operating Revenue	\$8,833,568

Equity ¹	Actual
Equity (Social Disadvantage)	\$320,283
Equity (Catch Up)	\$41,225
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$361,507

Expenditure	Actual
Student Resource Package ²	\$6,918,374
Adjustments	\$961
Books & Publications	\$32
Communication Costs	\$20,563
Consumables	\$215,255
Miscellaneous Expense ³	\$493,608
Professional Development	\$29,431
Property and Equipment Services	\$500,879
Salaries & Allowances ⁴	\$122,350
Trading & Fundraising	\$15,817
Travel & Subsistence	\$5,171
Utilities	\$99,525
Total Operating Expenditure	\$8,421,965
Net Operating Surplus/-Deficit	\$411,603
Asset Acquisitions	\$724,286

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$126,195
Official Account	\$57,295
Other Accounts	\$900,000
Total Funds Available	\$1,083,490

Financial Commitments	Actual
Operating Reserve	\$230,104
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$107,912
School Based Programs	\$9,900
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,150
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$912,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,268,066

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').