**2019 Annual Report to**

**The School Community  
  
School Name: Woodmans Hill Secondary College (8491)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 31 July 2020 at 02:02 PM by Stephen Fields (Principal) |

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| 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 27 October 2020 at 11:40 AM by Emma Carter (School Council President) |

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**About Our School**

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| School context |
| At Woodmans Hill Secondary College we provide a range of opportunities that enable our students to develop academically, emotionally and socially. We are a learning community that believes all of our students can experience good growth as a result of high impact teaching and all teachers collaborate to provide differentiated programs that meet each student at his or her point of need. We aim for our students to make a difference within their community and we have exceptionally high expectations about what they can achieve and a firm belief in the potential of every child. Our school is founded on the values of respect, determination and pursuit of personal excellence: we encourage our students to care and be empathetic; to be resilient and learn from mistakes; and to self-reflect in order to continuously self-improve. All of our programs are designed to enable our students to uncover skills and talents so that they can confidently choose a pathway that leads to success so that they can lead fulfilled lives. The workforce is composed of 84 members of staff with 1 Principal Range 4; 1 Assistant Principal Range 1; 1 Learning Specialist; 1 Leading Teacher; 10 classroom teachers Range 1; 24 classroom teachers Range 2; 5 Casual Education Support Range 1; 1 Casual Education Support; 15 CRT; 13 Education Support Range 1; 6 Education Support Range 2; 2 Education Support Range 3; 1 Education Support Range 4; 1 Education Support Range 4; 1 Education Support Range 5; 1 Education Support Range 6; and 1 Paraprofessional. The school is located in East Ballarat which is situated in South Western Victoria. In 2019, 368 students were enrolled composing of 66 female and 202 male. 2 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander. The school's socioeconomic band value is low. |
| Framework for Improving Student Outcomes (FISO) |
| Within the college focus on Excellence in Teaching and Learning, developing authentic opportunities through Professional Learning Communities (PLCs) formed the basis for most of our work throughout 2019. Lesson observations and records of PLC learning (found in staff PDP documentation) evidenced a greater use of data to inform practice and curriculum development. By the end of the year, all teaching staff had completed three PLC cycles that focused on the following areas: developing high expectations for every student to promote intellectual engagement and self-awareness; develop rigorous assessment and feedback practices to inform teaching and learning; develop evidence based strategies that drive professional practice improvement. In each of the PLC inquiry cycles peer lesson observation was utilised so that teachers were able to develop increased collective efficacy through learning from and with each other. The use of data to inform enquiry was an integral part of every PLC and has altered the way that teams have been required to work. There is still much work to be done with KLA Leaders to ensure that assessment informs practice on a consistent basis. The move towards continuous reporting in 2020 and the introduction of an assessment calendar for all teams will enable fidelity in this area.The next stage within this collaborative work is to ensure that student data lies at the heart of all curriculum planning and teams use assessment and moderation to inform their planning to meet students at their point of need. Hand in hand with this work has been the development of professional leadership to increase the effectiveness and capacity of staff. The increased focus on the leadership team as instructional leaders provided an authentic voice in shaping practice throughout the college. Greater cohesion between teams responsible for professional development enabled successful adoption of PLCs within the college and resource allocation of joint planning time for PLC leaders to respond to data and to ensure High Impact Teaching Strategies were used by staff to address student needs. Additionally, one l lesson per week was allocated for the Year 7 English team to meet and for the LS for Numeracy to run teams to ensure consistency in teaching for the Y7 & 8 cohorts. In 2020, we have recruited expertise in literacy in order to ensure that this work is further developed and so staff can be taught how to explicitly teach reading. In terms of workforce development, the leadership team redefined all Positions of Responsibility (PORs) for 2020 in order to ensure instructional leadership lies at the core of all work. These new PORs will result in authentic distributed leadership and extends the work of this year with regards to to the instructional leaders in PLCs driving the vast majority of professional learning across the college, creating new leadership roles for junior and senior sub-schools so that we can ensure programs are aligned to student need. |
| Achievement |
| Teacher judgement for the percentage of students in year levels 7 to 10 working at or above age expected standards in English was 84.1% in comparison to 78.4% across the state. Similar teacher judgements in Mathematics were 63.4% at Woodmans Hill Secondary College in comparison to 67.9% at state level. The percentage of students in the top three bands of testing in NAPLAN in Reading in Year 7 was 49.4% at Woodmans Hill Secondary College in comparison to 52.6% at state level. For Year 9 in Reading 35.9% of our cohort were in the top 3 bands in comparison to 43.8% at state level. In Numeracy, 40% of Year 7 Woodmans Hill Secondary College students were in the top 3 bands in comparison to 53.9% at state level. In Year 9 30.6% of our students were in the top 3 bands in comparison to 42.9% at state level. However, when looking at the percentage of students in the top 2 bands of similar schools in Year 7 for Reading, Woodmans Hill Secondary College had 22% in comparison to an average of 17% in similar schools. Similarly, in Year 9 Reading percentage of students in the top 2 bands of similar schools was 12% in comparison with the 18% of the Woodmans Hill cohort. In Maths, the % of Year 7 students who were in the top 2 bands was 16% when compared to 19% of similar schools with similar outcomes in Year 9 which saw 11% of Woodmans Hill students compared to 13% in similar schools. Both data sets have informed our work in 2019 and heavily influenced our 2020 AIP. The Maths team in 2019 provided intervention for the then Year 8 cohort to use the 2018 NAPLAN data to inform intervention and student tracking. In 2020, the AIP has specific goals for both Reading and Maths with an identification through assessment and analysis of students who are high capacity. The college has also been selected to be part of the 'Accelerate' reading program in which we have pretested students and identified reading strengths and misconceptions to provide specific intervention for each student. In terms of the growth or learning gains made based on NAPLAN by students at Woodmans Hill Secondary College when compared to similar schools, in Maths 22% of students made high growth when compared to 18% in similar schools between Year 5 & 7. Our students (23%) also made better growth than similar schools (20%) between Year 7 and 9 in Maths. In Reading 18% of students made high growth when compared to 16% in similar schools between Year 5 & 7. Our students (14%) disappointingly did not make higher rates of growth than similar schools (20%) between Year 7 and 9 in Reading. This data set influenced our AIP for 2020 and the securing of a Literacy Learning Specialist to support whole school professional development around the explicit teaching of reading. Overall, whilst there is some data that is pleasing when compared to similar schools, our aim is to produce outcomes that are better than state averages so that our effective teaching overcomes any barriers associated with socioeconomic factors and we are recognised as a school who secure academic excellence whilst ensuring all students make good growth.  In Year 12, 94% of students in 2019 satisfactorily completed their VCE with 81% of the VCAL cohort successfully completing their Victorian Certificate of Applied Learning. The mean study score for the 2019 VCE cohort was 24.6 which is low when compared to the state average of 29.7. Evaluation of our performance prompted the goal to develop a learning culture within the Senior School that leads to optimal growth for all students to be included in our AIP for 2020. Our targets are to increase the average Study Score to 26 with the same average Study Score for English. We also aim to increase the % of students achieving a Study Score of 40+ to 5% and aim to have 100% completion at VCAL. To do this, we have significantly transformed the leadership group for the Senior Years and introduced a Study Retreat to increase aspiration and adopted greater regularity of formative assessment checks to ensure better tracking of student progress. |
| Engagement |
| The average number of absences recorded in 2019 was similar to state levels with the Woodmans Hill Secondary College average days absent being 25.2 compared to state average 21.3. In terms of % of days attended per year group in 2019 at Woodmans Hill Secondary College is as follows; Year 7 (85), Year 8 (88), Year 9 (86), Year 10 (87), Year 11 (91) & Year 12 (91). As a newly formed school, there is no data for retention rates or school exits. Goal 4 in our 2020 AIP focuses on increase engagement, sense of connection and pride across the Woodmans Hill community. A critical indicator of our success in this area will be increased student attendance. Our aim in developing our two sub-schools with an increase in the number of pastoral leaders is to ensure that we have clear structures and processes to identify students at risk through decreased provide early support and intervention for families. Through tailored engagement activities, we aim for students to want to attend more because they feel connected and that the college cares about them. Additionally, through stronger links between home and school, we aim for parents to feel well supported and value the leadership of the sub-schools and that they feel well informed re; college events and express the view that the college cares about their child. Also, as part of our AIP for 2020 we intend to run student forums in order to identify incentives to improve attendance; establish and run a 'Breakfast Club' used to target disadvantaged students with low attendance to provide food and educational support and to review and evaluate these programs with the involvement of students to develop effectiveness. What is also critical to our work is the continuous tracking and evaluation of our programs to improve attendance with the college Leadership routinely tracking attendance data and use this to inform action planing on a cohort and student level. Leadership will also promote inclusion and attendance through celebrations within assemblies and ensure that teachers recognise that the school prioritises attendance and follows up with students absences. We also want students to feel that the school prioritises their attendance and ensure that families acknowledge effective communication between school and home with regards to attendance. This will result in students articulating the importance of regular attendance and expressing the view that the college rewards good attendance and prioritises the importance of them being here and being connected to their learning. |
| Wellbeing |
| 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 was 51.2% compared to 52.0% at a state level, but above similar schools. 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 had 50.8% of Woodmans Hill students positively responding compared to 56.2 % at a state level with, again, positive response rates being above that of similar schools. There had been significant focus on wellbeing in 2019 throughout the year with regular professional development around trialling best practice. The college had to deal with the loss of a school nurse which had an impact on our plans because there was no capacity to replace this resource. Real strengths included engagement programs such as Empower to Shine and student engagement with other school based interventions has been exceptionally high. The college needs to develop partnerships to address the gaps in support that we can offer our community. In 2020, we will provide high quality professional development to staff to support the effective teaching of Respectful Relationships so that the college value of respect is fully understood throughout our community. All staff will use the language of respectful relationships to frame their interactions with students within lessons and across the college. Student interactions will subsequently be based on mutual respect and students will be able to articulate college expectations regarding their behaviour and the behaviour of their peers. Wellbeing structures will be developed and recruitment of key personnel (mental health nurse) completed in order to address the gap in our current provision. A wellbeing calendar will be developed, communicated and reviewed to provide responsive programs for students to address all aspects of wellbeing. We will fund and establish a base for wellbeing 1;1/small group sessions so that a team of professionals can support students in a safe and supporting environment that is easily accessible by students. All school leaders will be involved in a professional supervision model with termly evaluations and a tracking system will be implemented to enable staff to identify trends in mental health and wellbeing at a cohort, class and individual basis to ensure that students are met at their point of need and are provided with timely and effective intervention. Teams will meet weekly to monitor student progress and support each other to provide effective support for students. |
| Financial performance and position |
| Financial Performance and Position   Financial Performance - Operating Statement Summary for the year ending 31 December, 2019  Revenue Actual Student Resource Package $4,823,163 Government Provided DET Grants $1,068,638 Government Grants State $9,725 Revenue Other $883,992 Locally Raised Funds $215,654 Capital Grants $294,858  Total Operating Revenue $7,296,030      Equity¹   Revenue Actual  Equity (Social Disadvantage) $640,261 Equity (Catch Up) $48,355   Equity Total $688,616    Expenditure Revenue Actual  Student Resource Package² $4,909,961 Books & Publications $10,540 Communication Costs $16,005 Consumables $88,111 Miscellaneous Expense³ $247,021 Professional Development $23,433 Property and Equipment Services $439,136 Salaries & Allowances4 $139,297 Trading & Fundraising $66,248 Travel & Subsistence $4,245 Utilities $76,492   Financial Position as at 31 December, 2019  Funds Available Actual High Yield Investment Account $1,014,125 Official Account $11,914  Total Funds Available $1,026,039    Financial Commitments Funds Available Actual  Operating Reserve $173,073 Other Recurrent Expenditure $563 Funds Received in Advance $73,258 School Based Programs $154,484 Beneficiary/Memorial Accounts $6,129 Funds for Committees/ Shared Arrangements $100 Repayable to the Department $91,216 Asset/Equipment  Replacement < 12 months $88,657 Capital - Buildings/ Grounds < 12 months $299,324 Maintenance - Buildings/ Grounds < 12 months $69,651 Asset/Equipment  Replacement > 12 months $69,585 Total Financial Commitments $1,026,039         Total Operating Expenditure $6,020,490 Net Operating Surplus/-Deficit $1,275,540 Asset Acquisitions $393,724     (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. |

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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’. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 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. | | | |  | |  |  |  |  | |  |  | |  | |  |  | |  | | --- | | Statewide Distribution of Learning Gain  (all domains) | |  | |  |  |  |  | | |  | | |  | | --- | | NAPLAN Learning Gain  Year 7 - Year 9  Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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’. | | |  |  | | --- | --- | |  | | |  |  | |  | | |  |  | |  | | |  | | |  |  | | | | | |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | 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. | | | | |  |  |  | |  |  | | |  |  | |  | | --- | | Statewide Distribution of Learning Gain  (all domains) | | |  |  |  | | |  | | |  | | --- | |  | |  | |  | | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | |  | | |  | | --- | | 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. | |  | |  |  | |  |  |  |  | | |  |  | | --- | --- | | |  | | --- | | Students in 2019 who satisfactorily completed their VCE: 94%  Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 38%  VET units of competence satisfactorily completed in 2019: 67%  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 81% | | | | | | | | |  | | |  | | | |  |

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| Student Outcomes | | | | | | |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Similar School Comparison | | |  |  |  | | |  | | --- | | Average Number of Student Absence Days  Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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. | | | |  |  | | --- | --- | |  |  | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  |  | | | | | | | |  |  |  |  |  | |  |  | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | | |  |  | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Yr7 | | |  | | --- | | Yr8 | | |  | | --- | | Yr9 | | |  | | --- | | Yr10 | | |  | | --- | | Yr11 | | |  | | --- | | Yr12 | | | |  | | --- | | 85 % | | |  | | --- | | 88 % | | |  | | --- | | 86 % | | |  | | --- | | 87 % | | |  | | --- | | 91 % | | |  | | --- | | 91 % | | |  | |  |  |  | | | | | | | |  |  |  |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | | |  |  | |  |  |  | | |  | | --- | | Student Retention  Percentage of Year 7 students who remain at the school through to Year 10. | | |  |  |  |  | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | No Data Available | | | |  |  |  | | |  | | --- | | No Data Available | | |  | |  |  |  | | | | | | |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | No Data Available | |  | |  |  |  | | |  |  | | | | |  |  |  | |  |  |  |  |  |  |  |  | | |  | | --- | | Exit Destinations  Percentage of students from Years 10 to 12 going on to further studies or full-time employment.  Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. | | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | |  | | --- | | No Data Available | | | |  | |  |  |  |  | |  | |  | | --- | | No Data Available | |  |  | |  |  |  |  | | | | | |  |  |  | |  | | --- | |  | | |  |  | | --- | --- | |  |  | |  |  | | |  | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | | |  |

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--- | | *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** | | High Yield Investment Account | $1,014,125 | | Official Account | $11,914 | | **Total Funds Available** | **$1,026,039** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $4,823,163 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $1,068,638 | | Government Grants State | $9,725 | | Revenue Other | $883,992 | | Locally Raised Funds | $215,654 | | Capital Grants | $294,858 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$7,296,030** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $640,261 | | Equity (Catch Up) | $48,355 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$688,616** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $173,073 | | Other Recurrent Expenditure | $563 | | Funds Received in Advance | $73,258 | | School Based Programs | $154,484 | | Beneficiary/Memorial Accounts | $6,129 | | Funds for Committees/Shared Arrangements | $100 | | Repayable to the Department | $91,216 | | Asset/Equipment Replacement < 12 months | $88,657 | | Capital - Buildings/Grounds < 12 months | $299,324 | | Maintenance - Buildings/Grounds < 12 months | $69,651 | | Asset/Equipment Replacement > 12 months | $69,585 | | **Total Financial Commitments** | **$1,026,039** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $4,909,961 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $10,540 | | Communication Costs | $16,005 | | Consumables | $88,111 | | Miscellaneous Expense³ | $247,021 | | Professional Development | $23,433 | | Property and Equipment Services | $439,136 | | Salaries & Allowances⁴ | $139,297 | | Trading & Fundraising | $66,248 | | Travel & Subsistence | $4,245 | | Utilities | $76,492 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$6,020,490** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$1,275,540** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$393,724** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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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 Comparisonwill 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |