

# 2019 Annual Report to The School Community



School Name: Kew High School (7950)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 14 April 2020 at 02:24 PM by Clare Entwisle (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 15 September 2020 at 10:13 AM by Paula Davey (School Council President)

## About Our School

### School context

Kew High School is located on Burke Road. There is one main L-shaped building and many portables. It is co-educational school with students in year 7-12 and arranged in 3 sub-schools. In 2019, Kew High School had 1169 local student enrolments, 476 female and 693 males. There were 16% of our students who were EAL. This school has 3 Principal class, 96 teachers, including 8 Leading Teachers and 4 Learning Specialists. There are 31 Education Support Staff.

Based on the school's student family occupation, the overall socio-economic profile is high.

Our vision is to be a high quality learning community which enables all to reach their potential.

Our purpose is clear, to create the young adults we want our students to become with the knowledge, skills, dispositions and values to participate in a rewarding future. Staff look through the lens of 6 Cs

- Character
- Citizenship
- Communication
- Critical Thinking
- Collaboration
- Creativity

The school motto is aspire, strive and achieve and the school values are accountability, social equity, participation, integrity, respect and excellence and these are embedded in the day to day operation of the school. We provide a stimulating and secure learning environment involving a wide network of community partnerships. Our students are encouraged to take pride in their school and they are reminded of their responsibility to be positive ambassadors at all times. The school prioritises high expectations and a focus on student agency, leadership and voice. Students are encouraged to be their personal best.

As the student is at the centre, the development and nurturing of respectful relationships is at the core of all we do. We work with our students through a restorative practices framework. We have a clear understanding of and belief in what constitutes appropriate behaviour and how all community members are to be treated. This results in a carefully managed wellbeing program and approach, and shared norms written around ASPIRE and posted in classrooms for constant reference.

Our staff is committed to a whole school focus on learning and teaching as evidenced by responses in the staff survey. Staff collaborate and accept collective responsibility for outcomes and endorse the existence and use of a viable and documented curriculum. They interrogate data and share resources. A balanced and diverse range of programs and extra-curricular offerings is available to allow students to be engaged, to build on their strengths and interests and to select and complete an appropriate pathway.

Our international program, involving VCE students, adds to our cultural diversity of over 30 nationalities represented in the student cohort. We have students from China, Vietnam, Korea, Cambodia and at times from other countries. We value the partnership with our sister schools, Le Hong Phong in Vietnam and Soja City in Japan and organise cultural and learning visits by their students.

The percentage positive endorsement on their school satisfaction level as reported in the annual parent opinion survey, at 75.2% was above the state median. There is a difficulty in getting parents to return their surveys to the school.

The positive percentage endorsement on school climate as reported in the annual staff survey, at 66.4% was above the state median of 54.2%. This is a pleasing result.

### Framework for Improving Student Outcomes (FISO)

The school is focused on the two FISO areas of Excellence in Teaching and Learning and Positive Climate for Learning. We have developed our context diagram using the FISO framework as the base and adding in the Kew HS focus areas.

Our goals as set in our review are:

- to maximise every student's achievement and learning growth across all curriculum areas and year levels

including those of local and overseas students.

- to create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning.

## Achievement

We are working from a very high starting point and any rise or fall in data needs to be considered in that context. Many of the targets in our strategic plan were aspirational. While some have not been met it is important to recognise and celebrate the very high level of achievement. Some targets have been difficult to measure due to changes in criteria or surveys.

In the student survey, the positive endorsement of student learning Years 7-12 has improved, as has the percentage of positive endorsement of a sense of learning confidence.

Kew High School results exceeded the state median for reading and numeracy for both Year 7 and 9. According to SREAMS data analysis over 75% of year 7 students in 2019 achieved at or above the expected level in NAPLAN reading. Spelling was a relative weakness with more than 31% of students below expected level.

According to SREAMS data analysis, over 70% of year 9 students achieved at or above expected level in numeracy, reading and spelling. Students generally underperformed in writing with more than 42% of year 9 students below the expected level. The percentage of students in the top 2 bands at year 9 in numeracy is high and has increased significantly and the percentage of year 9 students in the top 2 bands of reading is very high and increased.

The relative growth report shows the level of growth for each student relative to students that had the same NAPLAN score 2 years ago. Year 9 students significantly outperformed in reading growth, with 34% of students achieving high growth and significantly underperformed in writing growth with only 16% of students achieving high growth and 30% low growth. The results in writing warrant investigation. The majority of our literacy data points to writing being a focus area. Numeracy growth was similar to the state distribution and spelling was marginally better than the state distribution.

The Strategic Review in 2016 identified the need for a school wide focus on writing. In addition, there is more work to be done on challenging our top students. We have developed processes in each Learning Area to identify these students and ensure they are recognised and catered for, extended through more challenging tasks and provided with the opportunity to participate in competitions and other extension activities. Students who are excelling in year 9 are offered the opportunity to access VCE in Year 10.

All program for students with disability students showed progress at satisfactory or above in achieving their individual goals.

The percentage of students at or above expected levels in teacher judgements has remained very steady and above 91% in all English areas. This does not align with NAPLAN data. Staff need to be asked about the validity of this data.

VCE study scores: In 2019 Kew High students achieved a median study score of 32 and a mean of 31.6. 43 of the 55 classes had at least one student with a study score of 40 or above. The trend from 2017 to 2019 is definitely upwards.

The All study target of 80% of study scores above state mean has been met. Of the main subjects offered in 2019, 33 have a mean score above state average. 19 studies are 3+ points above. Results have trended upwards. The results in 2019 were outstanding. 98% of students satisfactorily completed their VCE with 2% of students undertaking a VET subject and 98% of the students satisfactorily completing it

Our camp at the commencement of the year, information dissemination, our processes and policies particularly the outcomes policy, moderation by teams of teachers, analysis of data, the opportunity for students to complete practice exams under exam conditions, externally supervised SACS, the head start sessions, holiday homework and preparation, challenge tasks before SACs and a carefully planned Careers' program all contribute to improved VCE results. Our international students achieve excellent results 25.6% scoring an ATAR of 95 or above.

The focus of our curriculum has been on developing the skills and concepts required by our students in VCE and beyond and ensuring these are included in classroom learning and school programs from years 7 - 10. Teachers agree on the essential learnings and understandings in each learning area and focus on enabling students to reach their potential. The appointment of a high potential learning leader will ensure there is a focus on extending our top students. Resources and assistance have been provided to support all teachers to prepare units of work that enable opportunities for differentiated learning in the classroom. In order to improve teacher's pedagogical practice we have committed to professional learning to build teacher effectiveness.

Survey results attest that staff plan differentiated activities. There is emphasis on ensuring the availability of curriculum documentation with a clear scope and sequence. 63% of staff attest that there is a guaranteed and viable curriculum. We have developed an instructional model with a focus on high impact strategies. 70% of staff believe there is collective responsibility and collective participation. The endorsement of collective efficacy is very high and maintained and the percentage endorsement of academic emphasis is maintained as moderate. The 2019 target of 70% endorsement of leading change and instructional leadership has not quite been met. The categories in the survey have been altered making comparisons difficult.

Reporting processes and policies have been reviewed in order to embed a whole school approach to assessment and the use of data and evidence. Common assessment tasks are included in all subjects and link to rubrics related to VicVels. Learning tasks are available online and the staff regularly assess student work and have progressed to a continuous reporting process. All teachers analyse their data, undertake professional learning, share resources and moderate work samples.

To optimise the application of information and communication technologies that transform learning, all of our students and staff use the same tablet PC. All teachers plan to incorporate technology to enhance critical thinking, creation and collaboration and to ensure students are aware of the issues surrounding access and use. The focus is on developing 21st century skills for our students.

Whole school literacy and numeracy policies and practices have been developed. Literacy learning is the domain of all learning areas and all teachers in the classroom. Students in need of literacy support are identified in part through student data. Teachers aim to cater for these students within the classroom using a differentiated learning model but for some students there is the provision of a formal program where these students are monitored and provided with ongoing support. We are actively involved in the MYLNS program for literacy and numeracy with the leaders and staff attending professional learning.

The school has worked to improve teacher capacity and knowledge of pedagogy and high impact teaching strategies with staff working in teams and observing classes. There is a focus on teaching and learning. Staff survey results are positive in relation to an interest in improving practice, the use of a pedagogical model and use and knowledge of high impact teaching strategies. Student survey data indicates that the students do have a high expectation for success and high learning confidence. As a school we will monitor staff data in relation to academic emphasis.

There is a focus on increasing student agency, voice and leadership as the data indicates the need for this. As a staff we are looking at our instructional model from a student perspective. We have initiated and implemented a Learning to Learn program for year 7 and 8 students and the focus is on metacognition. We are aiming for our students to be more accountable and responsible for their learning and to understand their own learning and the learning process.

## Engagement

The average attendance rate is above the median of all Victorian Government schools for all students at Kew High School for 2019 and similar to similar school comparison, with above 90% attendance at all levels. We carefully monitor student attendance knowing the high correlation between attendance and student outcomes. Parents and teachers have access to live data so that it is possible to access attendance lesson by lesson. We have an ES staff member at each of the sub schools to monitor attendance. Students who are not attending are flagged. Parents are contacted and a return to school plan is enacted where there are ongoing absences.

The percentage of Year 7 students who remain at the school through to Year 10 is above similar school comparison. The percentage of students from Year 10-12 who are going on to further studies or full time employment is above the state median and above similar school comparison.

We are working to build house connection and developing closer students/staff relationships as a result of student feedback relating to care and concern in 2019. The positive response to student voice and agency was also low, indicating that students want more agency in their learning. We have taken this seriously. We are making a concerted effort to shift the lens a little to purposefully focus on them, considering their viewpoint and enhancing their capacity and involvement in the learning process.

Student leaders are responsible for assemblies and the organisation of a variety of activities, fund raisers, competitions, talent shows, sporting event participation and performances, encouraging students to gain house points. Students are involved in whole school events. Student success is celebrated. The Strategic Review process highlighted the need to empower the girls to a greater extent and this is a focus. The SRC is now organised into Houses to encourage connectedness. Students are continuing to discuss strategies for increasing House spirit. We are engaging our students as partners in their own learning through feedback, input into decision making through the

SRC and by seeking ways for them to express their ideas through student forums and focus groups so that they will feel more connected and positive about the school, more empowered and more ready to participate in activities both inside and outside the classroom. Young people who are able to feel comfortable about airing their opinions in a school environment where they are encouraged and supported will be able to speak out more freely in the world.

We have a Careers Centre. Students at Year 10 are involved in Work Experience. Year 10- 12 students are interviewed and counselled in relation to their courses and career pathways. The Department of Education is supporting all secondary schools to provide comprehensive career education from Year 7. This includes a new, career advisory service for Year 9 students called "Morrisby Online." Kew High School implemented this service by providing the opportunity for all year 9 students to participate in an online personal career discovery tool that identifies potential suitable careers which will provide the basis for an individual report. The report will be then analysed by an accredited career practitioner. Following this, there will be a follow-up 1:1 career counselling session at the School for every Year 9 student to which parents are invited.

Individual teachers take responsibility for engaging, enriching and extending students in their classrooms, while a wide range of opportunities is offered to challenge, engage and enrich students outside the classroom through a variety of programs. There is an increased focus on STEM: Science, Technology, Engineering and Maths.

The school is committed to the continuation of the international student program with a focus on cultural diversity. We provide nurturing induction and support for international students in a language centre context as well as across the whole school. We have appointed a Vietnamese Aide to further support the Vietnamese international students and teach both Chinese and Vietnamese.

## Wellbeing

Kew High School aims to provide a challenging learning environment where students feel safe and supported and are given every opportunity to reach their potential and achieve success. There are social justice captains who encourage student awareness of relevant local and global humanitarian issues. Students are informed about anti-harassment and anti-bullying. Students agree to a safe use policy when enrolled.

Kew High School students demonstrate through surveys that they feel connected to their school and peers. In the student survey, the percentage positive endorsement of a sense of connectedness is above state median and above similar school comparison. In the attitude to schooling survey held annually the positive percentage endorsement on management of bullying is above the state median and above similar school comparison.

The wellbeing of our year 7 cohort and their smooth transition from primary school is of the utmost importance. The transition process, school tours, information evenings, the access to relevant information and the enrolment process are continually reviewed and altered as a result of feedback. (Parent survey 77% positive- 2019)

The school recognises the importance of building teacher collaboration and provides opportunities for structured dialogue to enable the transfer of knowledge of student learning from one year to the next. Effective processes are in place for the handover of student information and the dissemination of important and relevant data relating to students to assist with their transition and improve their learning outcomes at all levels.

Student Wellbeing continues to be integral to everything we do at Kew and is a priority for all of us. Building positive relationships, ensuring inclusive, safe classrooms, providing for the learning needs of students across all abilities, noticing and responding to student signs of distress, restoring relationships following conflict and focusing on strengths are all embedded in our culture.

The experienced wellbeing team is proactive, meets regularly and links to outside resources. The Chaplain is an active and integral member of the team. We have established a Wellbeing Centre where resources and personnel are located for easy access for students. Our student wellbeing program provides continuous links between student management practices, restorative practices, respectful relationships, teaching and learning, academic achievement, our school values, the Connect program and the health curriculum.

Guest speakers and theatre performances provide stimulus for discussion around issues such as respectful relationships, bullying, bystander behaviour, positive psychology, mental health, decision –making, self-regulation, empathy, and social and emotional learning.

Programs such as Yoga at year 8 introduces students to the benefits of mindfulness and relaxation. The I Can program will provide an opportunity for students on the Autism Spectrum to recognise their strengths and embrace them.

The CONNECT program is embedded in the school program. The ongoing approach to student issues using the

principles and processes of restorative practices results in improved student staff relationships built on the cornerstone of respect.

we are working with a team to introduce School Wide Positive Behaviour Support.

### Financial performance and position

#### 1) Operating Statement Surplus

The operating statement surplus of \$351,390 was due to extraordinary revenue and expenditure items.

- Actual collection rate for student levies reported higher than projected
- Actual collection rate for Vol. Financial Contributions reported higher than anticipated
- Overall Budgets spent is reported 94%

#### 2) Sources of Funding the school received in 2019 are:

##### Catch Up Funding 2019

Catch Up	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Grand Total	
Catch Up Level 1	0.2	1.0	1.0	1.0	1.0	2.0	6.2	
Catch Up Level 2	0.0	1.0	0.2	0.0	0.0	0.0	1.2	
Total Catch Up Level 1&2		0.2	2.0	1.2	1.0	1.0	2.0	7.4

Calculations : Level 1 (non PSD funded) \$2188

Level 2 (PSD Funded) \$1094

Total 2019 Catch Up Funding \$14,878.40

##### Equity Funding 2019

Equity (Social Disadvantage)	Equity Students	Rate	Total
Secondary Level 1	45.00	\$625	\$28,125.00
Secondary Level 2	61.50	\$313	\$19,249.50
Total Equity(Social Disadvantage)			\$47,374.50

#### 3) Additional Specific Purpose Grants

Specific Purpose Grants received during the year of 2019 were

No	Description	Amount	Source	Date Received
1	StudyLink Le Hong Phong Vietnamese Students homestay funds	\$6,240.00	State	15.08.19
2	DET Sojashi Junior High School Japanese Students homestay funds	\$11,894.24	State	10.12.19
2	GAT, VCAA Supervision Payments	\$12,581.62	State	01.01.19-31.12.19
4	Sporting Schools Grant	\$10,000	Commonwealth	31.01.19
5	Targeted Funding PLC Modules 1-8	\$10,026.50	State	20.12.19
6	Targeted Funding PD and Enhanced Windows Grant	\$20,800	State	21.06.2019
7	Targeted Funding Wolfram Maths Program	\$6,800	State	22.05.2019

#### 4) Financial Commitments

\$87,500 is a commitment estimation for Building Upgrades for 2019

\$263,890 is to meet SRP deficit repayment 2019



# 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 secondary school type.*

### Enrolment Profile

A total of 1169 students were enrolled at this school in 2019, 476 female and 693 male.

16 percent of students had English as an additional language and 1 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: High

### 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
<b>Percent endorsement (latest year)</b>	75.2	73.0	64.9	79.3

### 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
<b>Percent endorsement (latest year)</b>	66.4	54.2	43.8	63.0

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.9	78.4	63.3	90.2	Above
Mathematics	92.4	67.9	47.2	85.5	Above

### 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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	76.4	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	82.4	53.9	40.0	67.6	-
Year 9	Reading (latest year)	67.0	43.8	31.4	57.9	Similar
Year 9	Numeracy (latest year)	67.6	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	70.0	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	78.7	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	64.7	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	68.5	41.5	29.9	57.9	-

### 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'.

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.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	23.9	45.4	30.7
Year 5 to 7	Numeracy	26.3	50.3	23.4
Year 5 to 7	Writing	25.5	47.2	27.3
Year 5 to 7	Spelling	26.7	50.3	23.0
Year 5 to 7	Grammar and Punctuation	26.7	54.0	19.3
Year 7 to 9	Reading	19.4	47.1	33.5
Year 7 to 9	Numeracy	24.8	50.9	24.2
Year 7 to 9	Writing	30.1	53.4	16.5
Year 7 to 9	Spelling	21.6	51.1	27.3
Year 7 to 9	Grammar and Punctuation	29.0	47.7	23.3

### 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)	31.6	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	31.1	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **98 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **2 percent.**

VET units of competence satisfactorily completed in 2019: **98 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent.**

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.4	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	13.1	20.4	15.8	25.1	-

### Attendance Rate

Average 2019 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)	92	92	90	92	95	96

### 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	81.4	75.6	66.7	82.1	Above
Retention (4 year average)	80.8	75.3	67.1	80.8	-

### Students exiting to further studies or 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	99.1	90.1	81.8	98.6	Above
Student Exits (4 year average)	99.1	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	56.3	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	58.5	52.3	44.5	62.0	-

### 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	59.7	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	61.9	55.8	47.0	66.2	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$9,880,442
Government Provided DET Grants	\$1,662,903
Government Grants Commonwealth	\$24,229
Government Grants State	\$22,217
Revenue Other	\$104,468
Locally Raised Funds	\$2,347,447
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,041,706</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,375
Transition Funding	\$0
Equity (Catch Up)	\$14,878
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$62,253</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,079,757
Adjustments	(\$290)
Books & Publications	\$10,107
Communication Costs	\$29,590
Consumables	\$265,628
Miscellaneous Expense <sup>3</sup>	\$1,376,819
Professional Development	\$57,084
Property and Equipment Services	\$989,999
Salaries & Allowances <sup>4</sup>	\$395,969
Trading & Fundraising	\$15,025
Travel & Subsistence	\$32,055
Utilities	\$141,352
<b>Total Operating Expenditure</b>	<b>\$14,393,096</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$351,390)</b>
<b>Asset Acquisitions</b>	<b>\$10,995</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$3,028,600
Official Account	\$49,711
Other Accounts	\$374,056
<b>Total Funds Available</b>	<b>\$3,452,367</b>

Financial Commitments	Actual
Operating Reserve	\$524,260
Other Recurrent Expenditure	(\$806)
Provision Accounts	\$0
Funds Received in Advance	\$1,069,851
School Based Programs	\$923,831
Beneficiary/Memorial Accounts	\$3,279
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,500
Repayable to the Department	\$1,131,235
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$177,500
Maintenance - Buildings/Grounds < 12 months	\$113,977
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,976,626</b>

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').