

2017 Annual Report to the School Community



School Name: Box Hill Senior Secondary College

School Number: 7050



- 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 2017 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 29 March 2018 at 12:39 PM by Stephen Cook (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 2017 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 27 April 2018 at 07:20 PM by Fiona Stosic (School Council President)



About Our School

School Context

Box Hill Senior Secondary College is a truly dynamic, vibrant co-educational institution situated in Mont Albert North, which is in the heart of Melbourne's eastern suburbs. Traditionally a Senior Secondary College, consisting of students in years 10-12, the College has gained formal status as a Specialist School in the field of Athlete Development, which makes it one of only two Specialist Sports schools in the Victorian education system. BHSSC has no feeder schools and is not in any sense a local school. Instead, it draws students from across metropolitan Melbourne with one third of students residing more than 20kms from the College and travelling up to three or four hours per day to and from school.

The majority of students are at the College for a maximum of three years (years 10, 11 and 12), although in 2017 a number of students entered the College at year 9. Our Advocacy program is critical in supporting the transition of new students and the development of coherent and sustainable pathways. The College has a strong Trade/Technology program (covering areas such as building, engineering, electrical, horticulture and plumbing).

Although known as a Senior Secondary College, we also run a specialist tennis, basketball, netball and AFL development facility (MYSC) for students in years 6-9. At the completion of their year 9 studies, students in the program are encouraged to continue with their athlete development by enrolling in the senior college and joining the senior Sports Development program.

At the end of 2017, it was decided to end grade 6 enrolments for 2018 and to build enrolment numbers across years 7, 8 and 9 centred on sport specialisation. The retention of the word SENIOR in the college name is under discussion at the College and regional level.

In 2017, 491 students (310 male and 181 female) attended the college. The College had the equivalent of 61.70 fulltime staff, (3 Principal Class, 45.40 teachers and 13.30 Education Support Staff). Our overall socio-economic profile was HIGH, with a SFO index of 0.2875. There were 7 FTE Aboriginal students, 2 EAL students and 49 Equity funded students. There were no students in Out of Home Care.

Framework for Improving Student Outcomes (FISO)

In 2017, Box Hill Senior continued to work with a secondary FISO group on "Building pedagogical practice through peer observation" as this aligned with our implementation of a whole school classroom observation model. Initially eleven other schools joined this group where we shared a brief synopsis of what each school was currently trialing regarding peer observation. Discussions at subsequent regional meetings led to division of the group, resulting in the formation of a smaller group consisting of Balwyn High, Swinburne Senior Secondary College, Vermont Secondary and Box Hill Senior. Our college was paired with Vermont SC.

BHSSC and Vermont decided a teacher exchange program would be one way of sharing pedagogical practice through peer observation. Box Hill Senior arranged for an experienced Chemistry teacher to visit Vermont for one day so she could participate in a two-way exchange of resources and best in a Curriculum domain where there were only single classes and therefore little scope for collegial exchange or moderation within the college. Vermont planned a reciprocal visit of staff to Box Hill Senior during semester 1. Unfortunately, this arrangement fell through for a variety of reasons, resulting in very little pedagogical improvements occurring across the two schools.

For 2018, we have decided not to continue in this FISO group. Instead, we are grouping with Mont Albert PS, Old Orchard PS and Blackburn Lake PS to work on Professional Learning Communities.

Achievement

The students at our College are achieving similar outcomes to the majority of Victorian government schools in NAPLAN, but lower in VCE outcomes.

Our VCE completion rate of 100% was up from 2016, continuing a strong three-year period. Our VCAL completion rate of 93% was significantly up on our 2016 figure of 87%. Our VET completion rate of 81% represents a minor decrease from last years' 83%. 30% of student VCE programs were composed of VET subjects, compared to 34% in 2016. The State average is less than 6%.

The VCE Study score mean for 2017 was 24.9. The percentage of students with a study score of 37 or above in English was below the State mean and continues to be a major focus area for improvement during 2018. Pleasingly, 81% of Unit 3/4 classes 'value added' i.e. the predicted final score based on GAT results was exceeded.

At Year 7, 50% of students were in the top two NAPLAN bands, compared to the State average of 28%. In Reading 30% of students were in the top two bands, compared with the State average of 25%. In Writing 44% of students were in the top two bands, compared with the State average of 17%. In terms of Relative Growth data, it is very hard to provide an accurate analysis of "High Gain" as there were only 10 students in our cohort (all tennis players). Of these, only four went from grade 5 in 2015 to year 7 in 2017.

At Year 9, we had 41 students, with only four of those with us in year 7, 2015. Of the remaining 37 students, 30 of these were new to the College in 2017, making it difficult to have a high impact on their learning outcomes in a four-month period prior to the NAPLAN tests. In each of the categories of Numeracy, Reading and Writing the percentage of students in the top two bands was lower than the State average. Again Relative growth 'High gain' is hard to analyse with only four students being in the College for both year 7 and 9 NAPLAN tests.

Teacher judgement of student achievement in English and Mathematics were well above the median for all government schools.

Specific improvement targets supported and enhanced our achievement levels. These targets were rigorous, measurable and designed to 'value add'. At MYSC, based on NAPLAN results, we developed individual Learning Plans for students not demonstrating significant relative growth.



In the final year of the Strategic Plan, the BHSSC Teaching and Learning model continued to be the focus of building teacher capacity through the lens of Classroom Observation. For 2018, our two Annual Implementation Plan Improvement Priorities centre on the initiatives of Excellence in Teaching and Learning (Curriculum Planning and Assessment) and Positive Climate for Learning (Empowering students and building school pride). To support these priorities, our focus will shift from Teacher Wellbeing centred to Student Outcomes centred with the emphasis on:

- Planning a viable vertical curriculum structure
- Action research Professional Learning Teams
- Data driven improvement targets
- High Impact Teaching strategies.

Engagement

The Differentiated School Performance group report indicates a classification of 'Influence' with regard to Attendance Rates. It shows we have maintained our level of performance consistently over a three-year period and the College acts as an 'influencer' or system leader in 'Breaking the Link'. Absence from school is a lead indicator for achievement and engagement outcomes. There is strong correlation between student attendance and learning outcomes. Even small amounts of unauthorised absences are associated with substantial falls in average NAPLAN test scores.

The attendance rate of our students was significantly above the majority of Victorian government schools in 2017 and for the period 2014-17. In 2017, attendance levels were above 91% for all year 7-12 levels.

The continued emphasis on high levels of attendance aligned with a culture of high expectations was again a focus of the College. Students are encouraged to be 'At School Every Day' to maximise their opportunities to succeed and to build their connectedness to the College. Parents are alerted via SMS through the COMPASS portal when a student is marked absent and a reason has not been recorded on the system. Staff monitor and identify students at risk during Advocacy time scheduled for two hours each week.

We allocated two teachers to combined year 10 / 11 groups for each Advocacy session. These teachers worked with students in their care to monitor the data and liaise with other teachers and parents. Students significantly 'At Risk' were identified and referred to the Student Management Team. Of the students identified as significantly 'At Risk', over 60% became re-engaged in school via a modified support program while the remaining students secured an alternative sustainable pathway that met DET requirements. Our re-engagement strategies typify the success we have in getting students to complete their secondary education (see VCE completion rates).

We continue to offer a broad range of curriculum offerings in the post-compulsory years of schooling, including senior VCAL and VET. These options, together with a wide range of traditional VCE subjects and our sport specialisation programs, ensure a myriad of career pathways are available for students post completion of VCE or an equivalent certificate.

As is reported every year the percentage of students who remain at our College from year 7 through to year 10 is lower than other Victorian government schools because MYSC (years 6-9) is essentially a different campus to the senior school (years 10-12) and there is never any guarantee that students will automatically proceed from MYSC into the senior school. However, the percentage of students going from MYSC into the senior school is increasing steadily. From 2018, year 9 students will be classified as 'senior' students, with years 7 and 8 determined as 'middle years'. There is no longer any grade 5 or 6 students enrolled at the College.

Wellbeing

Ensuring the wellbeing needs of our students remains a high priority and is vital to developing positive student/teacher relationships, which enhance student learning. Our parent and student satisfaction levels are above state averages and illustrate the productive 'Climate' of the College.

The Parent Satisfaction Summary, derived from the Parent Opinion survey, shows a very high satisfaction rate. The Student Attitude to School survey results indicates a classification of 'Influence' with regard to Student Attitude in the areas of Stimulating Learning (MYSC), Learning Confidence (MYSC) and Student Safety, highlighting significant improvement over the last three years.

Throughout the year, students at risk of disengaging with their education were given a significant level of support. Early intervention strategies such as internal referrals, advocacy support, tutoring and access to external agencies through caseworkers formed a strong part of the College culture.

In 2017, to support the wellbeing needs of students and to ensure they were able to complete their academic studies, we spent nearly \$70,000 to employ an additional Welfare Officer and to outsource difficult wellbeing and psychological services to external providers as the College had previously lost its funding under the Chaplaincy program changes. Our 0.8 social worker was funded through school fund raising activities such as the Debutante Ball and from parent voluntary contributions. The Nirodah Trust provided an onsite psychologist one day per week, again partially funded from school contributions and paid for via GP referrals subsidised by Medicare and other providers. The College continued its ongoing connections with Family First and signed up to the Safe Schools Coalition program. We also joined the Whitehorse School Wellbeing Project and in 2018 we will be a partner school in the DET Respectful Relationship program.

The College resourced wellbeing support for all students through a dedicated Leading Teacher (Director of Wellbeing and Advocacy) who coordinated the Advocacy program. The Student Engagement and Wellbeing team explored a range of Positive Psychology approaches and adopted a 'Mind Matters' program into the Advocacy program.



For more detailed information regarding our school please visit our website at
[www.bhssc.vic.edu.au]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 491 students were enrolled at this school in 2017, 181 female and 310 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>No Data Available</p> <p>No Data Available</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> Similar Similar Lower Lower

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 30%, Medium: 50%, High: 20%</p> <p>Numeracy Low: 30%, Medium: 40%, High: 30%</p> <p>Writing Low: 33%, Medium: 22%, High: 44%</p> <p>Spelling Medium: 70%, High: 30%</p> <p>Grammar and Punctuation Medium: 70%, High: 30%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 29%, Medium: 60%, High: 11%</p> <p>Numeracy Low: 25%, Medium: 56%, High: 19%</p> <p>Writing Low: 19%, Medium: 58%, High: 22%</p> <p>Spelling Low: 22%, Medium: 49%, High: 30%</p> <p>Grammar and Punctuation Low: 30%, Medium: 41%, High: 30%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 30% VET units of competence satisfactorily completed in 2017: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 93%</p>		

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>97 %</td> <td>94 %</td> <td>91 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	97 %	94 %	91 %	95 %	95 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
97 %	94 %	91 %	95 %	95 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</p> <p>○ Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</p> <p>○ Lower</p>												



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

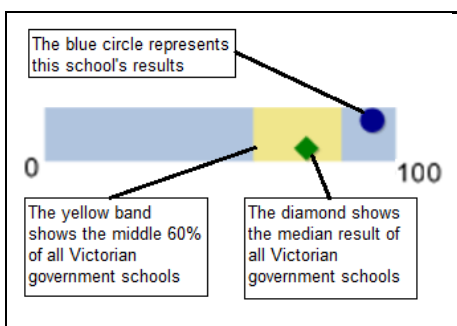
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

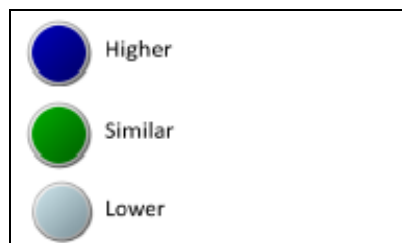


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

During 2017, the total student enrolment in the College (461 – SRP funded students) was less than expected and as the staffing structure remained similar to the previous year, funds available from DET were reduced and the financial resources available to the College needed to be tightly managed throughout the year. The College continues to have cash reserves available to ensure the delivery of an extensive curriculum to students and future financial commitments (e.g. equipment lease payments, LSL provision) can be met. While an operating reserve is retained, additional financial support was obtained from DET to assist in addressing the deficit created due to decreasing student enrolments and the workforce profile and structure.

During 2017, operating revenue of \$1,797,433.00 was generated, with approximately 55% of this revenue coming from locally raised funds associated with subject contributions, payments for optional programs such as the sport development programs and trading operations associated with the canteen. Additional revenue was generated due to the continued growth of the Overseas Fee Paying Students program and the hire of College facilities to external organisations after school hours.

Although all program expenditure was monitored closely during 2017, a very broad curriculum continued to be offered with all programs being well resourced. Equipment was well maintained, but the ongoing maintenance of the College buildings and grounds required a significant investment of funds. In addition, two external tennis courts were resurfaced to provide a multi-sport facility, while the floor of our indoor sports facility was also resurfaced.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,586,968	High Yield Investment Account	\$96,538
Government Provided DET Grants	\$724,957	Official Account	\$73,315
Government Grants Commonwealth	\$6,073	Other Accounts	\$453,687
Government Grants State	\$15,741	Total Funds Available	\$623,540
Revenue Other	\$58,313		
Locally Raised Funds	\$992,349		
Total Operating Revenue	\$6,384,401		
Equity¹			
Equity (Social Disadvantage)	\$10,949		
Equity (Catch Up)	\$23,289		
Equity Total	\$34,238		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,978,958	Operating Reserve	\$160,942
Books & Publications	\$4,228	Revenue Received in Advance	\$32,531
Communication Costs	\$19,188	Provision Accounts	\$33,420
Consumables	\$149,526	Repayable to DET	\$391,990
Miscellaneous Expense ³	\$579,557	Other recurrent expenditure	\$4,657
Professional Development	\$36,786	Total Financial Commitments	\$623,540
Property and Equipment Services	\$450,861		
Salaries & Allowances ⁴	\$443,000		
Trading & Fundraising	\$124,544		
Travel & Subsistence	\$1,728		
Utilities	\$75,046		
Total Operating Expenditure	\$6,863,423		
Net Operating Surplus/-Deficit	(\$479,022)		



Asset Acquisitions

\$0

- (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 05 March 2018 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.