

# 2018 Annual Report to The School Community



School Name: Box Hill Senior Secondary College (7050)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 11:44 AM by Damian Dwyer  
(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 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 03:17 PM by Darren Cutts (School  
Council President)

## About Our School

### School context

Box Hill Senior Secondary College (BHSSC) 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 2018 a small number of students entered the College at Years 7 to 9 to complete a vertical curriculum alongside a specialist sport program. 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). The Visual and Performing Arts program, with its emphasis on Fashion, Art, Media, Photography, Drama and Music contribute to a vibrant community culture.

Our mission is: learning to make a life; learning to make a living; and learning to make a difference. Our core focus is on quality learning to enable our students to achieve the College mission. Every student knows and understands ROaR – Ready to Learn – being responsible for their learning; being organised; and being respectful for the learning which enables greater success for student outcomes.

#### Specialist Sports Programs

Many students enrol at Box Hill Senior Secondary College because of this unique sport development program which features Tennis, Basketball, Netball and Australian Rules football (Boys & Girls) plus an Athlete Development program. Students in this program combine their sports training and development in conjunction with their academic program. This specialist sporting program acknowledges that students must also plan for a career beyond their sporting aspirations with some students choosing to pursue their dream of completing their degree through a US Sporting Scholarship and attend American Colleges (Universities).

In 2018, 489 students (290 male and 199 female) attended the college. There were 5 FTE Aboriginal students, 39 International students, 2 additional EAL students and 31 Equity funded students. There were no students in Out of Home Care.

The College had the equivalent of 46.70 fulltime staff, (3 Principal Class, 30.50 teachers and 13.60 Education Support Staff). Our overall socio-economic profile was HIGH, with a SFO index of 0.2815 and SFOE index of 0.2757.

### Framework for Improving Student Outcomes (FISO)

For 2018, BHSSC participated in the NEVR Professional Learning Communities initiative.

Professional learning communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively on a data driven curriculum to improve student outcomes. Professional learning community (PLC) schools start from a simple idea: students learn more when their teachers work together. Building a PLC is a proven way for schools to increase student learning by creating a culture that is:

1. Focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
2. Committed to professionalism
3. Fuelled by collaborative expertise.

The Royal Commission into Family Violence identified the critical role that schools and early childhood education

have in creating a culture of respect to change the story of family violence for future generations. In 2018 BHSSC became a partner school in the Respectful Relationships Program, which was facilitated by Parkmore Primary. Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

Members of the school leadership team also worked with Parkmore Primary School (PS), Mont Albert PS, Old Orchard PS and Blackburn Lake PS to develop the framework for a Professional Learning Community approach to the Year 7 - 9 Vertical Curriculum at Box Hill Senior. The PLC team visited Parkmore PS to investigate how they collected data and used this to group students for their English and Mathematics studies and used this to plan for the 2019 vertical curriculum.

## Achievement

### NAPLAN

At Year 7, only seven (7) students undertook the Literacy testing, whilst eight (8) completed the Numeracy testing. In 2018, at least 80% of the Year 7 students were 'above the national minimum standard'. Of these students 25% showing high growth, with the other 75% showing medium growth for Grammar and Punctuation which had been a focus area for the College Annual Implementation Plan (AIP). Only one of these students was enrolled at the college from Year 5 (ie where a matched cohort data analysis could occur).

At Year 9, thirty-one students undertook the Numeracy, Reading and Writing component of the NAPLAN testing, whilst thirty two completed the Spelling and Grammar and Punctuation component of the testing. In 2018, at least 80% of the Year 9 students were 'at or above the national minimum standard' Only four of these students was enrolled at the college from Year 7 (ie where a matched cohort data analysis could occur). Of these matched cohort students 50% showed high growth, with the other 50% showing medium growth for Grammar and Punctuation which had been a focus area for the college AIP. As expected given the on demand literacy testing of students, teacher judgement of student achievement in English and Mathematics was similar to, but below 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 the Middle Years Sports Centre (MYSC), based on NAPLAN results, we developed individual Learning Plans for students not demonstrating significant relative growth.

### VCE

Our VCE completion rate dipped slightly from 100% in 2017 to 98% in 2018, continuing a strong three-year period. This is still above the state average. Our VCAL completion rate increased to 89.5%, compared to 87.5% in 2017 after rising significantly from 85.7% in 2016. Our VET completion rate has trended down to 73%. Thirty-six (36) percent of our students completed at least one VET subject which is well above the state average of 26%.

The VCE Study score mean for 2018 was 26.3 an increase from 25.10 in 2017. For most VCE subjects the study score mean is 'at or lower than' the state study score mean except for Food Studies which was well above the state mean. The percentage of students with a study score of 40 or above was 1.9% compared to 1.5% in 2017. Whilst it is below the State mean, it was a positive improvement from the previous year. Pleasingly, more than half of Unit 3/4 classes 'value added' i.e. the predicted final score based on GAT results was exceeded.

In this 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. The two Annual Implementation Plan Improvement Priorities centred 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 shifted from Teacher Wellbeing 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 2018 and for the period 2015-18. In 2018, attendance levels were above 94% for all year levels as reported in the recent School Review. 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 dedicated Advocacy time scheduled for two sixty minute sessions each week.

We allocated students to combined year 7-9 and 11 - 12 groups for each Advocacy session. Year 10 Advocacy was delivered as a stand alone, as most students are new to the College at this year level. Advocacy 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 75% became re-engaged in school via a modified support program while the remaining students secured an alternative sustainable pathway that met Department of Education and Training (DET) requirements. Our re-engagement strategies typify the success we have in getting students to complete their secondary education (see VCE completion rates and student pathway data).

We continue to offer a broad range of curriculum offerings in the post-compulsory years of schooling, including senior VCAL and VETis. 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. Exit destination data is impacted by the number of students who have not yet commenced a US College pathway or an apprenticeship. A number of other students elect to defer their studies and choose a gap year.

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 7-9) has essentially been a different campus to the senior school (years 10-12) and there was 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 has been increasing steadily. From 2019, middle years students years 7,8 and 9 will be incorporated into the Senior School.

The College identified gender imbalance as a key factor affecting enrolments and set a target to increase female participation in the sporting academy programs. In 2018, an AFLW academy program was commenced in conjunction with the Collingwood Football Club. At the time of the current review, 23 girls were enrolled in the AFLW program

## Wellbeing

In 2018, the College partnered with other schools to implement the DET Respectful Relationships initiative which had been developed in response to the Royal Commission recommendations. The Student Attitude to School

survey results in the Senior School, indicated students demonstrated a high level of 'respect for diversity' and 'student safety.' As part of the Respectful Relationships initiative, a gender and equity lens was applied to all College policies. This work was completed prior to the commencement of the DET four yearly review.

In 2018, our student satisfaction levels show a high proportion of students perceive a 'sense of connectedness' to the College and are positive about their learning. The 2018 Attitudes to School data will be used as a benchmark for comparison with the 2019 data in determining the effectiveness of the Respectful Relationships program initially implemented in 2018. Ensuring the wellbeing needs of our students remains a high priority and is vital to developing positive student/teacher relationships, which enhance student learning. 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 2018, to support the wellbeing needs of students and to ensure they were able to complete their academic studies, the College prioritised funds to enable the employment of a welfare officer and made arrangements to outsource difficult wellbeing and psychological services to external providers. Our 0.8 social worker was partially funded from parent voluntary contributions. Yellow Dot 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.

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.

The Parent Satisfaction Summary, derived from the Parent Opinion survey, shows a similar satisfaction rate to Victorian Government schools.

### **Financial performance and position**

During 2018, the total student enrolment in the College (450 – 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. Although the College continues to have cash reserves available to ensure the delivery of an extensive curriculum to students, and that future financial commitments (eg equipment lease payments, LSL provision, DET deficit repayment) can be met and an operating reserve is retained, additional financial support was obtained from DET through its Workforce Bridging program to assist in addressing the deficit created due to decreasing student enrolments and the workforce profile and structure.

During 2018, operating revenue of \$2,214,181.00 was generated and approximately 57% of this revenue was 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 also 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 closely monitored during 2018 (total operating expenditure was \$1,829,825), a very broad curriculum continued to be offered and all curriculum programs were well resourced. Equipment was well maintained and the ongoing maintenance of the College buildings and grounds required a significant investment of funds. Repairs were also carried out to the roof and skylights of the basketball gymnasium and the air-conditioning and heating systems in the Art Building were also improved. In 2018, additional funds were received from DET for the Inclusion Boost and Equipment Boost grant programs. The Inclusion Boost Grant enabled some teaching staff to be released to review the language used in school policies to ensure that it was inclusive and the Equipment Boost funds enabled the purchase of laptops, software and C-pens to assist students with dyslexia. In 2018, Equity funding received from DET was utilised to support

the employment of learning specialists to assist in reducing literacy and numeracy disadvantage as well as enabling students facing socio-economic and financial hardship to achieve their academic and sporting goals.

**For more detailed information regarding our school please visit our website at**  
**<https://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

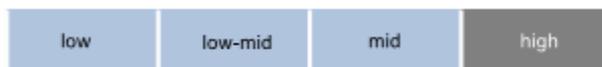
#### Enrolment Profile

A total of 488 students were enrolled at this school in 2018, 199 female and 289 male.

1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

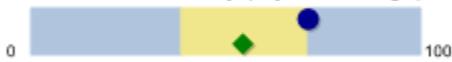




(Primary Year Levels)

## Performance Summary

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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></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><b>NAPLAN Learning Gain</b> 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;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</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: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">●</span> Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>98%</b>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>21%</b>                      VET units of competence satisfactorily completed in 2018: <b>73%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>93%</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	91 %	91 %	93 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	91 %	91 %	93 %	91 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												
<p><b>Exit Destinations</b></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: 2018</p>  <p>Results: 2015 - 2018 (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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,475,723	High Yield Investment Account	\$267,704
Government Provided DET Grants	\$892,874	Official Account	\$98,738
Government Grants Commonwealth	\$4,275	Other Accounts	\$621,432
Government Grants State	\$11,274	<b>Total Funds Available</b>	<b>\$987,874</b>
Revenue Other	\$37,094		
Locally Raised Funds	\$1,268,664		
<b>Total Operating Revenue</b>	<b>\$6,689,904</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,402		
Equity (Catch Up)	\$23,588		
<b>Equity Total</b>	<b>\$34,990</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,945,628	Operating Reserve	\$286,269
Books & Publications	\$3,414	Other Recurrent Expenditure	\$225
Communication Costs	\$17,620	Provision Accounts	\$20,421
Consumables	\$155,678	Funds Received in Advance	\$34,055
Miscellaneous Expense <sup>3</sup>	\$691,221	Beneficiary/Memorial Accounts	\$18,000
Professional Development	\$24,655	Repayable to the Department	\$393,404
Property and Equipment Services	\$299,360	Asset/Equipment Replacement < 12 months	\$63,500
Salaries & Allowances <sup>4</sup>	\$389,326	Capital - Buildings/Grounds < 12 months	\$27,000
Trading & Fundraising	\$128,619	Maintenance - Buildings/Grounds < 12 months	\$145,000
Travel & Subsistence	\$2,415	<b>Total Financial Commitments</b>	<b>\$987,874</b>
Utilities	\$99,358		
<b>Total Operating Expenditure</b>	<b>\$6,757,295</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$67,391)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

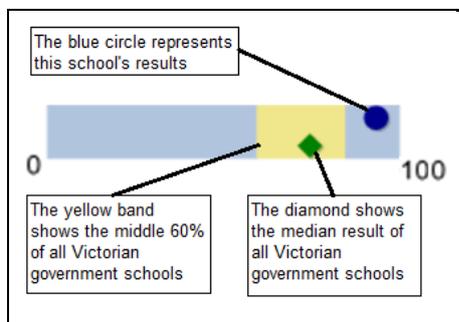
### Engagement

- student attendance and engagement at school
- 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).

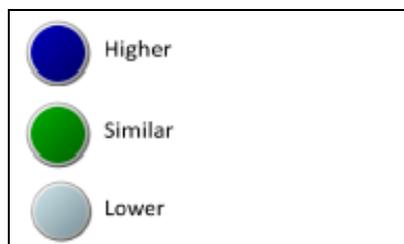


## What does *School Comparison* refer to?

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*' 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').