

# 2018 Annual Report to The School Community



School Name: **Diamond Valley College (8746)**



- 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 18 March 2019 at 09:03 AM by Stephen Chapman  
(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 18 March 2019 at 09:24 AM by Carol Jenkinson  
(School Council President)

## About Our School

### School context

Diamond Valley College is a mid-sized secondary school that lies on the northern urban fringe of Melbourne. As such it caters for students that live in the suburban areas of Diamond Creek, Hurstbridge and Doreen and those that live in smaller rural communities including Kinglake, St Andrews, Panton Hill, Wattle Glen, Kangaroo Ground, Arthurs Creek and Strathewen. This brings a unique diversity to the college, which is not comparable to neighboring secondary schools and one that is valued by our community of students, staff and families. We continuously work together to ensure that the college values of Respect, Responsibility and Excellence are upheld in all that we do.

The College is undergoing continuous transformation with an upgrade of facilities planned over the coming years. Stage one of the redevelopment was completed mid 2018 with the opening of the Performing Arts Centre, highlighting new music facilities and a 150 seat theatre. The Resource Centre was also upgraded to include a redesigned Library, general purpose classrooms and Maker Space.

A Master Plan has been developed for future works and we look forward to seeing stage 2 funding of \$1.8 million and an election commitment of \$3.1 million that will see a new Science facility planned and built focusing on STEAM curriculum.

With a population of 604 students the college is large enough to support the pathways goals of all but small enough to provide the pastoral care that is required. The college is proud to know its students and its families, working together to provide quality outcomes. In 2018 the college has a teaching staff (EFT) of 44.4 and Educational Support staff of 11.0 (EFT).

Diamond Valley College retains a strong connection with its local community, and we work with them and local primary schools to ensure that we are meeting the needs of our students and the communities they come from.

The college offers a High Achievers program that is attracting stronger enrolments and established a Sports Academy in 2018, which although small was a positive experience for those involved. With plans for the extension of this program to include boys in 2019, there is greater interest in the program for all.

The challenge for the college in previous years has been the growth of secondary schools to the north west of Diamond Creek and secondary schools within the network who are accepting increasingly larger year 7 enrolments from outside their designated neighborhood areas. A commitment from schools within the Nillumbik and Banyule networks to work together on enrolment processes into year 7 will hopefully see this issue addressed beyond 2019. However, the challenge for Diamond Valley College remains; we must attract our local students and ensure that they are provided the options they seek and the support and opportunities needed to achieve their goals. We strive to be the school of choice for our community.

With a 25% increase in enrolments at year 7 for 2019 we look forward to another year of growth and the opportunity to continue building our college.

### Framework for Improving Student Outcomes (FISO)

Diamond Valley College identified the areas of Building Practice Excellence, Building Communities and Setting Expectations and Inclusion as the key areas of FISO to focus on.

An emphasis was placed on refining the Diamond Valley College Instructional Model to ensure consistent practice within each classroom. This allows students to know what they are learning, why they are learning it and how they will know when they have achieved this. The College has continued to build and develop its culture to embrace observational rounds amongst colleagues. The implementation of learning walks, peer observations and show and tell sessions amongst staff has enabled them to build their individual capability and develop a shared understanding of effective classroom practice. It also helps create an environment for teachers to build their capability in giving and receiving feedback.

The college through the PLT team, Domain Leaders and Leadership team have embarked on using the FISO

improvement cycle, utilising DET resources to enhance and support teacher practice. Staff at the College work in Domain teams having evidence based conversations to identify a focus area or need, the High Impact Teaching Strategies provide our teachers and teams with possible interventions as well as opportunities to observe, reflect, share and improve classroom practices.

Teacher's engagement in professional learning at a school level and as participants in the Banyule & Nillumbik Network Communities of Practice. The establishment of a professional learning team to drive this was highly successful and the team is to be commended for their work throughout the year and the professional learning that they have led.

Our relationship with community partners continued to expand in 2018, particularly with the success of the:  
Links with Local CFA and Police Youth Resource Officers

Our Local Banyule Nillumbik LLEN

Partnership with Banyule Nillumbik Tech School

Confident Job Seekers program and other pathways programs developed in conjunction with Valley Community Financial Services,

The support of Diamond Creek Rotary for High Resolves, RYPEN and Interact programs,  
Hurstbridge Country Women's Association providing scholarships for VCE students and  
Diamond Creek Men's Shed and Nillumbik Historical Society supporting our VCAL program

Our commitment to building respectful relationships amongst all members of the college community was emphasised throughout the year. The college was accepted as a partner school in the DET Respectful Relationship program, attracting funding to support leadership capacity in this area. This aligned with funded programs such as Love Bites supported by Diamond Creek Police, Rotary and Nillumbik Council. These initiatives are aimed at supporting the Child Safe policy, ensuring the acceptance of diversity and the safety of individuals in a range of settings both within and external of the school.

Diamond Valley College is committed to the Education State goals of; bridging the gap, happy, healthy and resilient students, learning for life and pride and confidence in our school

## Achievement

Consistent implementation of the Diamond Valley College Instructional Model has been a focus for the teaching staff in 2018, along with increased student agency. It is important that students know what they are learning, why they are learning and what they need to do to demonstrate their success. They also need to have a voice in the way they learn and what they learn. Each Domain has worked positively to ensure that this key area of our 2018 Annual Implementation Plan was a focus of their practice.

The implementation of continuous reporting mid 2018 allows both students and their parents to be actively involved in setting learning goals and monitoring progress through regular feedback. Review of this process, identifies room for further improvement with this being a priority for all Domains in 2019.

Achievement of our students is favorable compared to statewide data in many areas. Teacher judgment identifies significant numbers of students achieving at or above expected levels. Whilst NAPLAN data identifies a decrease in Year 9 Reading and Numeracy data, we are aware that this may not necessarily reflect the potential of these students. There is a resistance at this year level to complete NAPLAN with integrity, with up to 10 students receiving results in the very lowest band for their year level in literacy and or numeracy. There is work to be done in this area to raise the profile of NAPLAN so that there is a true reflection of the participating student's knowledge within these areas.

The college has been provided a number of opportunities that will be taken up in 2019 that will support those students in the lowest band of NAPLAN results, including a numeracy support teacher (0.2 EFT), access to a network literacy teacher (0.6 EFT), the allocation of two teaching partners to support the teaching of literacy across the college (0.4 EFT) and the inclusion of the college in the Professional Learning Communities program which will target literacy growth for our students. The opportunity to be supported with Statewide programs is welcomed by all schools.

Mean study scores for VCE sit below the state mean of 30 overall but remain at the state median of 27.1. This average has remained constant for a number of years. The College maintains an excellent completion rate for VCE and VCAL, allowing all students access to a year 12 certificate. It is pleasing to note that excellent results were gained particularly in the areas of Further Mathematics, Health & Human Development, Physical Education and VET Sport & Recreation where we are seeing continued interest for further study.

Our VCAL program continues to participate in a number of outstanding community projects that attribute to the excellent retention rate and engagement of these students. Supported by Colleen Hughes from the Banyule Nillumbik LLEN, the VCAL team have participated successfully in the Stories from my Life, the acclaimed Intergenerational Cooking Project and continued building project with the Nillumbik Historical Society supported by the Diamond Creek Men's Shed.

On Track data identifying that 100% of students who exited by the end of 2018 were enrolled at university or TAFE or employed. It is very important to us that the pathway goals for each student be achieved. The continuation of a study skills programs and pathways programs support this achievement.

The Department of Education & Training is implementing the Head Start Program, of which Diamond Valley College has been identified as a pilot school. We look forward to working with the Head Start team in 2019 to further engage students as risk of leaving education early.

Within the Junior Sub School an emphasis is placed on improving academic outcomes by supporting students with study skills and providing opportunities for deeper learning. The High Achievers Program is now embedded in the College offerings and the teaching team are working collaboratively to ensure that the program is documented and providing extension and enrichment. Our students are offered a range of opportunities within the arts, sport and extracurricular programs that provide varied experiences. In 2018 these included participation in Tournament of Minds, Junior Debating, Toast Masters, High Resolves, Premiers Reading Challenge, SRC and at year 9 a placement at the School for Student Leadership Gnurad Gundidj campus at Glenormiston South, in western Victoria. Opportunities such as these broaden the skill set of our students, particularly in problem solving, communication and collaboration.

The extension of our leadership program to include year level leaders has further raised the profile of student leadership. Our students look for opportunities to learn beyond the classroom and rise to every challenge offered.

## Engagement

Student attendance continues to be a key priority for the College with both junior and Senior Sub Schools placing an emphasis on the importance of regular attendance and working closely with those that have significant absences. Whilst years 8, 9 and 10 students fall just below 90 % attendance overall, years 7, 11 and 12 fall above this mark. We aim to see attendance rates above 90% in all year levels for 2019.

We anticipate that the participation in the Berry Street Education Model training for all staff will greatly influence the relationship between staff and students which will not only impact on attendance but connectedness to the school.

Data related to connectedness to school increased in 2018 but still falls below the state median. The student cohort had a difficult time throughout the first half of 2018, due to decanting and relocation for the building project. Music students practiced in corridors and office spaces, the library was relocated to portable classrooms, classes were disrupted with often noisy and messy building works. To theirs and the staffs credit, programs continued under difficult conditions.

On Track identifies that all but 4 students from the 2018 year 12 cohort are engaged in further education at university or TAFE, engaged in an apprenticeship or employed. A number of students have elected to defer their studies to either travel or work. Proportionately the main areas of studies for these students are Sciences, Allied Health and Commerce course.

Retention rates remain similar for 2018, however there is a noticeable decrease which is of concern. What we have observed is a small number of students changing schools at the end of year 7 and 8, as they have remained on waiting lists for schools that they did not successfully enrol in at transition from primary school, an

increase in enrolments to specialist schools such as NCAT and Box Hill Senior Secondary and lastly an increase in students (mostly boys) seeking apprenticeships during year 10 for the following year. For the last group applications are made on their behalf to exempt them from school to follow an alternative educational pathway. It is anticipated that programs such as Head Start may address the increasing number of exits for this group of students.

Extra-curricular programs continue to be a well-supported aspect of college life. The Student Representative Council, supported by College Captains organized a number of fundraising activities throughout the year to support causes of their choice, whilst the Interact Club continued its support of local and global causes. Participation in the Performing Arts has increased significantly now that the college has a dedicated performance space. The students are proud of this facility and are keen to use it regularly for lectures and performance.

2018 was the inaugural year of the DVC Sports Academy, with programs offered to year 7 and 8 girls in netball and AFL. The students engaged in a challenging program of skill development, fitness and conditioning and support from elite athletes and specialists. With enrolments doubling for 2019, we anticipate continued growth of this program into the future.

Leadership opportunities were extended to include year level captains from years 7 to 11, along with the appointment of 6 College Captains, music, drama and well being captains. The opportunity for increased student voice is of benefit to all students and they are willing to rise to the challenge. All leaders have worked with teachers and support staff to run programs and ensure that the needs of the students are heard. Our staff are to be commended for their commitments in supporting a wide range of camps, clubs, excursions and activities. They go above and beyond to ensure that our students are offered a full and varied program.

## Wellbeing

The college has implemented all aspects of DET's Child Safe policy, ensuring that there is a ratified policy, staff code of conduct, support practices in place when employing staff or engaging the use of volunteers, professional development for staff and ensuring students know that they can safely seek help or report concerns to staff at the college.

A college decision to transfer the responsibility of wellbeing to Social Workers, employed as Education Support Staff has been a positive for the overall wellbeing of our students. The knowledge they bring and access to agencies has been highly valuable and ensures a streamlined, therapeutic approach to supporting our young people. Links with community services such as Diamond Creek Youth Liaison Officers, Nillumbik Council, Headspace and Berry Street are active and strong, ensuring that the best possible services are provided when needed.

A concern for the college is student data on connectedness to school, which is identified as lower than the state average for students in year 4 to 12. This identifies the need to provide further opportunities for student voice and agency, forums for students to connect with staff and the need for engagement in their learning to enhance connectedness to school. The school links this data with absenteeism and has worked with yr level coordinators and home room teachers to identify students at risk earlier. The School has made a commitment for all staff to be trained in the Berry Street educational model, PD started in 2018 and will conclude in 2019. The College has been fortunate to have a great working relationship with SFYS who have provided funds in which we can engage a range of programs for our students such as the MAT program, Going Wild, The Berry Street Educational Model. The school has also worked with Peter Keogh who runs a program called Tri-Tactics aimed at supporting young boys at risk of disengagement. At Diamond Valley College we endeavour to engage with a diverse range of programs to help and support our students and staff.

The structure of the sub school teams allows students to safely report issues or concerns and the time invested in these positions is well served. Students via the Attitude to Schools Survey identify that they feel safe at the college and that issues such as bullying will be acted upon. The survey does however identify further need for

advocacy and teacher empathy and the Berry Street Model will help address these concerns moving forward.

### **Financial performance and position**

A pattern of declining enrolments since 2014 has impacted significantly on the financial status of the college. Since 2015, the college has successfully worked with Work Force Bridging (WFB) to ensure that the commitments of the college are met. In 2018, the college faced a decrease in enrolments of 70 students despite an increase in year 7 enrolments of 25 %. This was due to a larger cohort exiting at year 12 and a number of students exiting from years 7 to 11. The impact this had was an anticipated deficit of \$800,000 which was later adjusted to just under \$500,000.

The college was faced with the difficult position of identifying a further two staff in excess of staffing requirements. With two staff on extended leave and one staff member identified as in excess of the college's curriculum needs from 2017, we were able to successfully meet the expectations of the WFB panel. We were granted \$373, 541 to meet the deficit. The WFB panel understands the difficulties faced by the College in relation to loss of enrolments from the growth corridor due to the opening and expansion of new schools. There is a deficit adjustment not covered by WFB that the college must repay to DET in term 3 2019. This amount \$128, 835 has been carefully planned for, with College Council endorsing a saving plan each term so that these funds are available when needed. This can be identified in the Financial Performance and Position statement under financial commitments – Repayable to the Department.

The college was in receipt of grants for Respectful Relationships as an identified partner school, SFYS funding for the implementation of the Berry Street Education Model and furniture and ICT grants related to the building program.

Equity funding is accountable each year to DE&T and the college has used its allocation of \$50,230 (cash and credit) on the continued employment of a 1.0 EFT social worker.

The college has contributed one off payments towards the building program to install air conditioning in the Performing Arts Centre at a cost of \$25,000.

The College is far better prepared for the future, as we work carefully to manage our funds with a deficit. As enrolments increase at year 7, it is hoped that a significantly reduced deficit will be attained within the next two years. Some difficult decisions have been made throughout 2018 to assist this including - the temporary reduction of the principal team to two, the out sourcing of the canteen and the replacement of teacher librarians with an ES librarian.

# 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 603 students were enrolled at this school in 2018, 300 female and 303 male.

np 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: Medium

### Parent Satisfaction Summary

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

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

| Parent Satisfaction                      | School  | State Median | Middle 60 percent low | Middle 60 percent high |
|------------------------------------------|---------|--------------|-----------------------|------------------------|
|                                          | Percent | Percent      | Percent               | Percent                |
| <b>Percent endorsement (latest year)</b> | 68.8    | 72.4         | 64.8                  | 78.4                   |

### 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> | 44.2    | 51.5         | 41.4                  | 61.2                   |

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

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

## ACHIEVEMENT

### Teacher Judgement of student achievement

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

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Domain                                                             | Percent | Percent      | Percent               | Percent                |                   |
| English                                                            | 87.5    | 79.1         | 64.9                  | 89.9                   | Similar           |
| Mathematics                                                        | 87.3    | 69.4         | 49.3                  | 85.5                   | Similar           |

### NAPLAN Year 7 and Year 9

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

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

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

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

| NAPLAN top 3 bands (latest year) |                        | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level                       | Domain - measure       | Percent | Percent      | Percent               | Percent                |                   |
| Year 7                           | Reading (latest year)  | 51.5    | 50.0         | 37.7                  | 64.5                   |                   |
| Year 7                           | Numeracy (latest year) | 58.2    | 50.8         | 37.5                  | 66.7                   |                   |
| Year 9                           | Reading (latest year)  | 35.2    | 43.7         | 31.2                  | 58.4                   | Lower             |
| Year 9                           | Numeracy (latest year) | 47.0    | 44.4         | 30.4                  | 59.9                   | Lower             |

| NAPLAN top 3 bands (4 year average) |                           | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level                          | Domain - measure          | Percent | Percent      | Percent               | Percent                |                   |
| Year 7                              | Reading (4 year average)  | 53.4    | 48.2         | 36.7                  | 60.3                   |                   |
| Year 7                              | Numeracy (4 year average) | 60.8    | 51.4         | 38.1                  | 66.0                   |                   |
| Year 9                              | Reading (4 year average)  | 42.6    | 41.9         | 30.8                  | 54.9                   | Lower             |
| Year 9                              | Numeracy (4 year average) | 50.1    | 41.8         | 30.1                  | 59.1                   | Similar           |

### NAPLAN Learning Gain

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

| NAPLAN Learning Gain |                         | Low Growth | Medium Growth | High Growth |
|----------------------|-------------------------|------------|---------------|-------------|
| Year Level           | Domain                  | Percent    | Percent       | Percent     |
| Year 5 to 7          | Reading                 | 33.3       | 42.2          | 24.4        |
| Year 5 to 7          | Numeracy                | 22.7       | 47.7          | 29.5        |
| Year 5 to 7          | Writing                 | 30.8       | 41.8          | 27.5        |
| Year 5 to 7          | Spelling                | 27.8       | 43.3          | 28.9        |
| Year 5 to 7          | Grammar and Punctuation | 32.2       | 46.7          | 21.1        |
| Year 7 to 9          | Reading                 | 43.4       | 46.5          | 10.1        |
| Year 7 to 9          | Numeracy                | 34.4       | 45.2          | 20.4        |
| Year 7 to 9          | Writing                 | 44.4       | 39.4          | 16.2        |
| Year 7 to 9          | Spelling                | 32.7       | 53.5          | 13.9        |
| Year 7 to 9          | Grammar and Punctuation | 25.7       | 57.4          | 16.8        |

### 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)           | 27.1   | 27.1         | 25.3                  | 29.7                   | Similar           |
| Mean Study Score (4 year average)        | 27.2   | 27.4         | 25.3                  | 29.6                   | Similar           |

Students in 2018 who satisfactorily completed their VCE: **99 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **22 percent**.

VET units of competence satisfactorily completed in 2018: **73 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **100 percent**.

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

| Average number of absence days                  | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------------------|--------|--------------|-----------------------|------------------------|-------------------|
|                                                 | Number | Number       | Number                | Number                 |                   |
| Average number of absence days (latest year)    | 18.2   | 20.6         | 15.9                  | 25.1                   | Similar           |
| Average number of absence days (4 year average) | 17.8   | 20.2         | 16.0                  | 24.5                   | Similar           |

## Attendance Rate

Average 2018 attendance rate by year level:

| Year Level                    | Year 7  | Year 8  | Year 9  | Year 10 | Year 11 | Year 12 |
|-------------------------------|---------|---------|---------|---------|---------|---------|
|                               | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 92      | 89      | 89      | 88      | 93      | 95      |

## Student Retention

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

| Student Retention          | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------|---------|--------------|-----------------------|------------------------|-------------------|
|                            | Percent | Percent      | Percent               | Percent                |                   |
| Retention (latest year)    | 68.6    | 75.0         | 66.7                  | 81.7                   | Similar           |
| Retention (4 year average) | 73.9    | 75.0         | 66.2                  | 80.4                   | Similar           |

## 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 | School Comparison |
|--------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
|                                | Percent | Percent      | Percent               | Percent                |                   |
| Student Exits (latest year)    | 90.6    | 91.7         | 83.1                  | 99.3                   | Similar           |
| Student Exits (4 year average) | 97.2    | 91.6         | 83.5                  | 97.7                   | Similar           |

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

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

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

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

| Sense of Connectedness               | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
|                                      | Percent | Percent      | Percent               | Percent                |                   |
| Percent endorsement (latest year)    | 43.1    | 53.1         | 43.3                  | 63.2                   | Lower             |
| Percent endorsement (2 year average) | 39.9    | 52.9         | 44.5                  | 61.9                   | Lower             |

### Student Attitudes to School – Management of Bullying

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

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

| Management of Bullying               | School  | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
|                                      | Percent | Percent      | Percent               | Percent                |                   |
| Percent endorsement (latest year)    | 55.4    | 56.7         | 47.0                  | 68.0                   | Similar           |
| Percent endorsement (2 year average) | 53.2    | 56.0         | 47.5                  | 66.4                   | Similar           |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$5,934,285        |
| Government Provided DET Grants | \$752,565          |
| Government Grants Commonwealth | \$13,711           |
| Government Grants State        | \$107,194          |
| Revenue Other                  | \$50,797           |
| Locally Raised Funds           | \$862,558          |
| <b>Total Operating Revenue</b> | <b>\$7,721,110</b> |

| Equity <sup>1</sup>                                 | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$34,185        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$16,044        |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$50,229</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$6,063,067        |
| Adjustments                           | \$6                |
| Books & Publications                  | \$5,549            |
| Communication Costs                   | \$13,837           |
| Consumables                           | \$190,396          |
| Miscellaneous Expense <sup>3</sup>    | \$732,446          |
| Professional Development              | \$10,546           |
| Property and Equipment Services       | \$177,253          |
| Salaries & Allowances <sup>4</sup>    | \$196,342          |
| Trading & Fundraising                 | \$143,637          |
| Travel & Subsistence                  | \$1,528            |
| Utilities                             | \$70,924           |
| <b>Total Operating Expenditure</b>    | <b>\$7,605,532</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$115,578</b>   |
| <b>Asset Acquisitions</b>             | <b>\$22,101</b>    |

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

| Funds available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$197,962        |
| Official Account              | \$171,070        |
| Other Accounts                | \$114,877        |
| <b>Total Funds Available</b>  | <b>\$483,909</b> |

| Financial Commitments                       | Actual           |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$255,945        |
| Other Recurrent Expenditure                 | \$883            |
| Provision Accounts                          | \$2,000          |
| Funds Received in Advance                   | \$153,000        |
| School Based Programs                       | \$0              |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$70,000         |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$12,000         |
| Maintenance - Buildings/Grounds < 12 months | \$0              |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$493,828</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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

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

### **Engagement**

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

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

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

## WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').