

# 2019 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2020 at 02:05 PM by Allison Bennett (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

## About Our School

### School context

At Diamond Valley College, our vision is to provide a structured student centred approach to learning that empowers all to achieve their chosen pathway. Our college aims to provide all students with access to a broad and challenging curriculum, with the expectation to achieve at least one-year's learning growth each year. Diamond Valley College provides students with a safe, positive, learning environment, that strives to develop a sense of pride and community that is underpinned by the College values of respect, responsibility and excellence.

Our mission is to guide student's potential through developing creative, independent, curious and critical thinkers to reach their personal best. We aim to provide all students with access to a broad and challenging curriculum and experiential learning opportunities. Throughout our recently developed Strategic Plan (2020- 2023) we will be prioritising the learning growth of all students across all learning Domains, with an emphasis on improved literacy and numeracy. We will place importance on student voice and agency so that they have greater input in the direction of their learning. With this in mind, we seek to improve the overall engagement and connectedness of our students to their learning, college and community.

A greater emphasis will be placed on our instructional model, focusing on an inquiry cycle to enhance our staffs use of data to address point of need teaching to improve student outcomes. The leadership team in the college will focus on providing the structures and preconditions to allow this work to occur, with the implementation of PLC and Domain teams. Leadership is working towards shifting the culture within the school in how we work, to be more inclusive and collaborative. For this to be successful the leadership team must model the behaviors associated with being immersed as learning leaders. It is critical that staff recognize that we are all working together if we are to see a shift in our practice and student outcomes.

Diamond Valley College is a mid-size secondary school with a confirmed enrolment of 611 students at census time. The colleges' enrolments are increasing with a 25% increase in year 7 enrolments compared to 2018. There is only one full fee paying international student enrolled who engages in the same program as other students. They have no need for a modified program.

Located in the outer northern suburb of Diamond Creek, the college caters for a unique community that live in the suburban areas of Diamond Creek, Hurstbridge and Doreen, and small country towns such as Kinglake, St Andrews, Panton Hill, Strathewen and Wattle Glen. Approximately 400 students access the college via an extensive bus service. The staffing profile for 2019 included 53.7 effective full time (EFT) staff consisting of 1 principal, 1 assistant principal, 3 leading teachers, 43 teachers (38.8 EFT) and 12 educational support staff (9.9 EFT). 31% of teachers and 75% of Education Support staff work on a part time basis. There are no current staff members who identify as indigenous. The school is divided in to two sub schools, years 7 to 9 and years 11 to 12. This allows for a comprehensive senior program with classes blocked together to permit advanced placements. The college is addressing the need to offer a broad range of subjects in the senior classes despite smaller cohorts. Whilst being as creative as we can, it is important that we do not detract from the learning environment for our students. Increasing enrolments in the junior levels will provide flexibility in the years to come and will provide the college an opportunity to broaden our curriculum offerings.

### Framework for Improving Student Outcomes (FISO)

2019 was a year of review for the college and in term 3 underwent an extensive and deep investigation of the achievements of the previous four years. Whilst this formed a major part of the work on the part of the leadership team, it was not the only focus for the college throughout the year.

The 2019 Annual Implementation plan identified a number of Key Improvement Strategies (KIS) that focused on a FISO improvement initiatives of Building Practice Excellence, Setting Expectations & Promoting Inclusion, Health & Wellbeing and Curriculum Planning & Assessment.

This included:

- evaluating the impact of teaching on learning by analysing multiple sources of data to see improvement in reading and writing data at year 7

- using the High Impact Teaching Strategies to support the improvement of pedagogical teaching practice across all year levels
- developing the operational processes to determine and address reasons for student absenteeism
- planning for continued growth of the DVC Sports Academy
- increasing student engagement in their learning and develop opportunities for student voice within and beyond the classroom and,
- building capacity of staff to develop strong relationships with students to enhance student connectedness.

To support the implementation of these KIS the college accessed a range of resources including the DSSI Teaching Partners who worked throughout the year with the year 7 English team, School Focus Youth Service funding to see all teaching and key education support staff trained in the Berry Street Education Model (BSEM) to enhance and strengthen relationships and Professional Learning Communities (PLC) training Significant gains were made in all areas of the Student Attitude to School data and reflect an awareness by the student body of the changes being implemented. They are beginning to evaluate their learning progress, expected to set learning goals and understand the need for learning intentions and success criteria.

Staff Opinion data has declined with this being influenced by the number of DET and college expectations that have been implemented allowing little time for Domains to work on their own targeted initiatives. This includes utilization of Curriculum Days for BSEM training, training of a team in PLC processes, the targeted constraints of working with the DSSI Teaching Partners, combined with the expectation of staff to contribute in the review process. It was a very busy year for staff with huge expectations placed on them to adopt new practices that will benefit the college long term. Whilst we are well placed for future improvement, the staff feedback is that they need to feel they have input in the direction of the work, that we need to imbed what we already do and not keep taking on new initiatives. This will be a priority for 2020.

## Achievement

In 2019 the school completed a thorough examination of its results, this included NAPLAN and teacher judgement. This process identified areas of focus for the next four years that include goals related to literacy and numeracy, student agency and overall learning growth. Our student's achievement for 2019 identifies that Year 7 students are above the state median in both reading and numeracy as are our Year 9 students in numeracy. The results for Year 9 students in the area of reading is below the state median and identifies an area of focus consistent with our review outcomes.

The college sees student learning gain for years 7 (2017) to 9 (2019) in Reading, Numeracy, Grammar & Punctuation comparing more favorably than the statewide distribution, whilst writing and spelling identifies areas for improvement, particularly in moving the medium learning gain to high learning gain.

Staff participated in a range of professional learning that will focus our efforts in 2020 on improving student outcomes in both domains. This included the participation of seven staff in Professional Learning Communities (PLC) training, with an emphasis on using an inquiry cycle to improve learning outcomes, the year 7 English team working with DET teaching partners with an emphasis on literacy growth and all staff participated in professional learning to further develop their data literacy. The college implemented On Demand testing in years 7 to 9, PAT Reading in years 7 to 11 and Fountas & Pinnell testing for some in year 7. This provided staff with a broad range of data to analyse and develop a learning profile. The next step is how that data is used to inform our practice and maximise learning opportunities for our students at all levels.

Mean study scores at VCE were similar to 2018 and were maintained above the state average. However, at 28.0 we need to strategise on how this can be lifted, with an emphasis on skill development in the lower levels that align with VCE expectations and the use of moderation across year levels to build teacher capacity. There was a greater number of students achieving ATARS in the 50 to 70 compared to previous years, which demonstrates a consolidation of the work begun. We maintained a high completion rate for all year 12 equivalent programs and celebrated an increase in the number of students attaining an ATAR in the 90's and the number of study scores in the 40's.

Students supported through the Program for Students with disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Engagement

Diamond Valley College has made a commitment to the Berry Street Education Model to ensure that staff have the capacity and an agreed model to build positive relationships with our students. Past Attitude to School data indicated a strong connection between the students and their peers but not necessarily the college. 2019 data indicates a significant improvement in the areas of attitude to attendance, motivation and interest, resilience and sense of confidence. It also indicates that we must further develop opportunities for student voice and agency. Our students need to be confident in their understanding of themselves as learners, what they must do to improve and to be able to articulate the supports that they need.

The attendance of each year level compares favorably against the state median with years 7, 9, 11 and 12 attending more than 90% and years 8 and 10 both at 89%. While our target is to have students on average not missing more than 15 days per year, the average for 2019 was 18 days compared to the state median of 21.3 days. Our data particularly at years 8, 9 and 10 is influenced by a small number of students who have significant absences.

Coordinators and our social worker (partially funded by equity grants) are continually working to engage families and students in Flexible Learning Options and link them to agencies to support reengagement. Family holidays also continue to influence our attendance data at all levels except year 12. The importance of regular attendance is a focus of newsletter articles and home group teachers are asked to track their students and follow up. When absence exceed three days.

Retention rates continue to improve, an indication that the college is meeting the interests and pathway options that our students are seeking. Supporting the Northern VET cluster ensures that students are provided a broad range of vocational subjects and opportunities lie in the future development of the Head Start program of which Diamond Valley College is a member.

Exit destinations identified in the summary report appear very low for 2019, however we have an increased number of unknown destinations that need to be addressed.

The college provides many opportunities for students to engage in experiential learning. In 2019 we successfully supported a study tour to Italy, had a World Challenge team travel to Nepal, year 9 students participated in the well-established city campus and some attended the School for Student Leadership at Gnurad Gundidj. Pathways opportunities continue to be a priority with students offered experiences at different year levels for example; work experience, careers programs supported by local business owners and professionals and tertiary visits and guest speakers.

The Sports Academy continues to grow and can be linked to the growth at year 7. In 2019 the number of enrolments doubled and enrolments for 2020, see the enrolments increase by 100% again. Staffing for the Academy in football and netball was stable, which has been a benefit to continuation of the program. Plans are well underway for the introduction of basketball in 2020.

## Wellbeing

Student wellbeing is a major focus of the college and this emphasis continued in 2019. Our belief is that happy, supported and connected young adults will be better placed to engage in their learning. To support this ethos the college was successful in gaining School Focus Youth Services funding to implement the Berry Street Education Model (BSEM) and a commitment of allocating four student free days to complete the professional learning was made. The staff engaged in the training and between training days implemented aspects of the program.

Attitude to School data shows an increase in success indicators identified particularly in the areas of identification of an advocate, resilience, managing bullying and respect for diversity. However, focus groups for the College review indicate that there is still work to be done to imbed the ideals of BSEM by all staff.

We continued our participation in the Respectful Relationships Community of Practice working to share practice and support each other with professional learning opportunities. We are funded to implement the Love Bites program at year 9 and support our students to have difficult conversations about respectful relationships and the impact domestic violence has on individuals and families. Respectful Relationships is imbedded in our curriculum in years 8 and 9 and extracurricular programs are provided in years 7 to 12 depending on the needs of the cohort.

The college commits funds to the employment of a full time social worker who brings a wealth of experience to the support of our students and staff. This will be supported in 2020 with the DET initiative that sees the appointment of a 0.5 EFT social worker via the Mental Health Practitioner program.

Parent satisfaction is below the state median but it must be acknowledged that the we only has 44 responses from 180 distributed surveys. We must look for ways for parents to connect in positive ways with the college. The use of

COMPASS as a communication tool serves its purpose but does not allow for strong connections to be formed

### **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 2019, the college maintained an enrolment of just over 600 students due to an increase in year 7 enrolments of 25 %.

An anticipated deficit in February 2019 was identified at \$569,000 and the college sought WFB support, preparing a detailed plan of the strategies implemented to address the colleges needs whilst not compromising on the programs offered. A successful application was developed and the college was granted \$240,768 in support an estimated shortfall of \$328,232 that we had to plan to repay in October 2020. Some difficult decisions had already been made to reduce the deficit from the previous year, this included retaining of two staff in excess of curriculum needs, out sourcing the canteen and employing an Education Support Librarian replacing the traditional teacher librarian role. Staffing decisions throughout the year, in particular the manner in which long term absences were managed saw the deficit reduced to a point where the college has no deficit repayment to make in 2020. This places the college in a much stronger financial position than was originally anticipated.

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, funding for PLC training and support via the DSSI Teaching Partners program.

Equity funding is accountable each year to DE&T and the college has used it allocation of \$54,190 (cash and credit) on the continued employment of a 1.0 EFT social worker whose portfolio includes the engagement of students, particularly those with chronic issues that affect attendance.

A building grant of over 3 million dollars was awarded in the May Budget and added to 1.5 million dollars of planned maintenance and building funds from 2018 will see major work begun in 2020. the college has completed a masterplan with the support of Workshop Architects and planning is underway for the development of a Science Wing.

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.

**For more detailed information regarding our school please visit our website at**  
[www.dvallcoll.vic.edu.au](http://www.dvallcoll.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

#### Enrolment Profile

A total of 611 students were enrolled at this school in 2019, 303 female and 308 male.

ND 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.



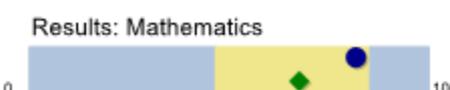
#### School Staff Survey

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.



## Performance Summary

| Achievement   | Student Outcomes  | Similar School Comparison   |
|---|---|---|
| <p><b>Teacher Judgement of student achievement</b></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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p><b>Similar</b> </p> <p><b>Above</b> </p> |

## Performance Summary

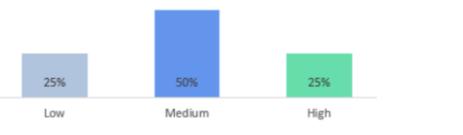
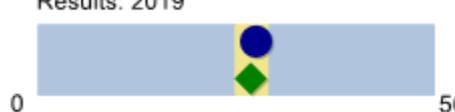
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Achievement   | Student Outcomes  | Similar 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><b>Below</b> <span style="color: blue; font-size: 24px; vertical-align: middle;">●</span></p><br><p><b>Similar</b> <span style="color: lightblue; font-size: 24px; vertical-align: middle;">●</span></p> |

## 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: ◆

**Key:** Similar School Comparison ● Above ● Similar ● Below

| Achievement  | Student Outcomes   | Similar 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><b>Reading</b></p> <p>29% Low, 47% Medium, 23% High</p> <p><b>Numeracy</b></p> <p>27% Low, 50% Medium, 22% High</p> <p><b>Writing</b></p> <p>35% Low, 47% Medium, 18% High</p> <p><b>Spelling</b></p> <p>24% Low, 56% Medium, 20% High</p> <p><b>Grammar and Punctuation</b></p> <p>23% Low, 55% Medium, 23% High</p> | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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><b>Reading</b></p> <p>20% Low, 57% Medium, 23% High</p> <p><b>Numeracy</b></p> <p>24% Low, 52% Medium, 24% High</p> <p><b>Writing</b></p> <p>27% Low, 51% Medium, 22% High</p> <p><b>Spelling</b></p> <p>26% Low, 61% Medium, 13% High</p> <p><b>Grammar and Punctuation</b></p> <p>25% Low, 44% Medium, 31% High</p> | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p>   | <p>Similar <span style="color: lightblue;">●</span></p>   |

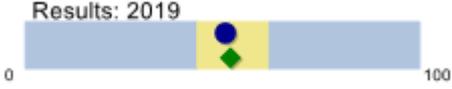
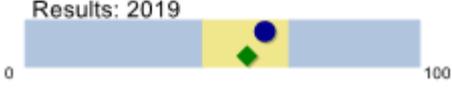
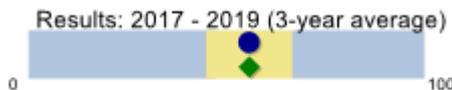
Students in 2019 who satisfactorily completed their VCE: **96%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **26%**  
 VET units of competence satisfactorily completed in 2019: **82%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **99%**

## Performance Summary

| Key:   |   | Key:   |   |      |      |      |      |      |      |      |      |      |      |  |  |
|--|---|--|---|------|------|------|------|------|------|------|------|------|------|--|--|
| Range of results for the middle 60% of Victorian Government Secondary Schools:    |   | Similar School Comparison  |   |      |      |      |      |      |      |      |      |      |      |  |  |
| Results for this school:  Median of all Victorian Government Secondary Schools:    |   |  Above          |  Similar |      |      |      |      |      |      |      |      |      |      |  |  |
|  |   |  Below          |   |      |      |      |      |      |      |      |      |      |      |  |  |
| Engagement   | Student Outcomes  | Similar 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>Similar School Comparison</b><br/>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p> | <p>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> | <p>Above </p>   |   |      |      |      |      |      |      |      |      |      |      |  |  |
| <p><b>Average 2019 attendance rate by year level:</b></p>  | <table border="1"> <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>89 %</td> <td>90 %</td> <td>89 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>  | Yr7  | Yr8   | Yr9  | Yr10 | Yr11 | Yr12 | 91 % | 89 % | 90 % | 89 % | 92 % | 95 % | <p>Similar school comparison not available</p> |  |
| Yr7  | Yr8   | Yr9  | Yr10  | Yr11 | Yr12 |      |      |      |      |      |      |      |      |  |  |
| 91 %   | 89 %  | 90 %   | 89 %  | 92 % | 95 % |      |      |      |      |      |      |      |      |  |  |
| <p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>  | <p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p>    | <p>Above </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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p>    | <p>Below </p> |   |      |      |      |      |      |      |      |      |      |      |  |  |

## 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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

| Wellbeing  | Student Outcomes  | Similar 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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p>      | <p>Similar <span style="color: lightblue;">●</span></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p>  | <p>Above <span style="color: teal;">●</span></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, 2019 |                    | Financial Position as at 31 December, 2019  |                  |
|---|--------------------|---|------------------|
| <b>Revenue</b>  | <b>Actual</b>      | <b>Funds Available</b>                      | <b>Actual</b>    |
| Student Resource Package  | \$6,023,513        | High Yield Investment Account               | \$373,920        |
| Government Provided DET Grants  | \$640,683          | Official Account                            | \$148,901        |
| Government Grants Commonwealth  | \$18,339           | Other Accounts                              | \$0              |
| Government Grants State   | \$12,225           | <b>Total Funds Available</b>                | <b>\$522,820</b> |
| Revenue Other   | \$52,659           |   |                  |
| Locally Raised Funds  | \$763,218          |   |                  |
| <b>Total Operating Revenue</b>  | <b>\$7,510,638</b> |   |                  |
| <b>Equity<sup>1</sup></b>   |                    |   |                  |
| Equity (Social Disadvantage)  | \$35,810           |   |                  |
| Equity (Catch Up)   | \$18,379           |   |                  |
| <b>Equity Total</b>   | <b>\$54,189</b>    |   |                  |
| <b>Expenditure</b>  |                    | <b>Financial Commitments</b>                |                  |
| Student Resource Package <sup>2</sup>   | \$6,023,513        | Operating Reserve                           | \$242,650        |
| Books & Publications  | \$2,913            | Provision Accounts                          | \$2,000          |
| Communication Costs   | \$20,255           | Funds Received in Advance                   | \$232,755        |
| Consumables   | \$249,150          | Maintenance - Buildings/Grounds < 12 months | \$45,000         |
| Miscellaneous Expense <sup>3</sup>  | \$529,420          | <b>Total Financial Commitments</b>          | <b>\$522,405</b> |
| Professional Development  | \$16,255           |   |                  |
| Property and Equipment Services   | \$116,739          |   |                  |
| Salaries & Allowances <sup>4</sup>  | \$258,144          |   |                  |
| Trading & Fundraising   | \$201,168          |   |                  |
| Travel & Subsistence  | \$40               |   |                  |
| Utilities   | \$68,181           |   |                  |
| <b>Total Operating Expenditure</b>  | <b>\$7,485,777</b> |   |                  |
| <b>Net Operating Surplus/-Deficit</b>   | <b>\$24,861</b>    |   |                  |
| <b>Asset Acquisitions</b>   | <b>\$24,687</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 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

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

# 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)

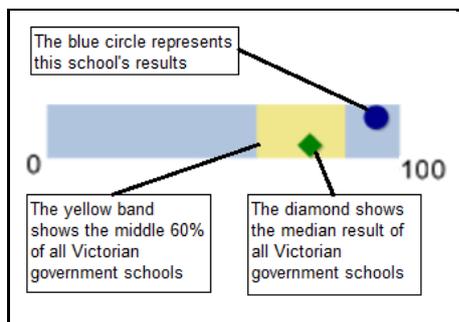
### Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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