2018 Annual Report to The School Community

School Name: Seymour College (8884)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 24 April 2019 at 02:48 PM by Gail Hardman (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 02:57 PM by Tiffany Goodman (School Council President)

About Our School

School context

Seymour College's vision centres on the provision of a safe and supportive environment where young lives will be transformed through a love of learning. This vision extends to the College being an educational centre which offers students skills and opportunities to ensure they achieve their best and are successful throughout their lives. The College's values are Respect, Inspire and Excel and its mission is to educate and provide opportunities for all students to achieve their full potential. To achieve this, the College set its goals for 2018 around increasing student outcomes in reading, writing, numeracy and the Victorian Certificate of Education as well as increasing student voice, leadership, and agency in student learning.

Seymour College catered for 729 students in 2018, from Foundation to Year 12 in the mainstream sector and ungraded students in the Inclusive Education Sector. The College draws on the feeder schools of Tallarook, Puckapunyal, Avenel, Heathcote, Tooborac, Pyalong and Nagambie as well as the township of Seymour. The leadership profile consists of: Executive Class Principal, Assistant Principal – Teaching and Learning/Human Resources, Assistant Principal – Teaching and Learning/ Wellbeing, Assistant Principal – Teaching and Learning/Inclusive Education, Leading Teachers in Literacy, Numeracy, VCE, Science, Curriculum, Assessment and Reporting, Leading Teacher F-6 and Leading Teacher 7-12. The College has three Learning Specialists to support professional learning. The School Family Occupation index is in the low range.

The College has evolved from a merger of four schools. The first stage of the building program has been completed which included a new Junior Learning Community, Administration Centre, a high needs Special Education building and Resource Centre. Three 'Building Education Revolution' projects were completed in 2011. These were a new Science building, a Junior Games Hall and Hydrotherapy Pool. The Years 5-12 learning community building is due for completion at the end of 2019. The Early Learning Centre is also due for completion by the end of 2019. This will house kindergarten and maternal and child health facilities. The final stage of the College's building program will include a technology and arts building.

Seymour College offers a range of technology subjects that are critical in engaging students and assisting them to attend school. These subjects also allow for the real life application of numeracy and literacy skills and educate students in the many pathways that lead from these courses.

The College has a Community Arts Centre as well as a Trade Training Centre. These assist in catering for the diverse needs of our student and community populations. An annual 'Seymour College Has Talent' production engages students from Foundation to Year 12. In 2018 we had a team entry in the State Schools Spectacular's massed choir and dance team. Junior secondary students have access to instrumental music lessons. Music soirees are held at the end of each year to showcase the musical talents of the students involved. The College has close links with cluster schools and community groups who regularly use these facilities.

Further to these facilities, the College has a well-equipped Technology wing with a full range of technology subjects available. The College attracts a large number of students enrolled in Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) programs. The College also acts as a major VET provider to the cluster. The new Trade Training Centre operates through a consortium of nine schools and provides programs in automotive, welding and engineering. In 2017 a VET Equine course was included in the VCAL curriculum.

The staffing profile of the school is diverse, with an effective full time teaching staff of 73.5 and effective full time non-teaching staff of 32.4 covering primary, secondary and special education sectors. The College is able to offer a range of subjects at VCE level, run two VCAL classes and offer VET to Seymour College students and students from surrounding schools. Students from Foundation to Year 10 participate in the Victorian Curriculum and students with Special Needs are included in the Victorian Curriculum, with the appropriate adjustments.

Students are supported by two Wellbeing Officers, a School Nurse, a Defence Transition Mentor, a part-time Secondary Nurse, speech therapist, occupational therapist and Student Support Officers. We purchase psychology and extra speech and occupational therapy services to ensure students and their families have the best start and are supported through their school years. The College is dedicated to the Reading Recovery Program and offers literacy support at all year levels.

The College's values of Respect, Inspire and Excel are a focus of School Wide Positive Behaviour Support lessons. Student leaders hold assemblies each term and explicitly discuss expectations in regards to behaviour, college values, attendance and learning.

Exit student destination data indicates that a pleasingly high proportion of Seymour College students are proceeding to further tertiary studies. The College offers comprehensive Careers/Pathways planning, which ensures that each year relatively few students, compared to regional data, are listed as 'seeking work'. VCE and VCAL completion rates over a five year period have shown marked improvement and are both above 90%. In 2018 eleven percent of VCE students achieved a study score at or above 38. The median score has been improving over the last three year period and has been above nearby regional schools. The VCAL program has received the top category one rating for the last three years.

Seymour College has active involvement and success in inter- school sports and performs very well in many outside activities such as the Energy Breakthrough.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives selected by Seymour College in 2018 were 'Building Practice Excellence' and 'Positive Climate for Leaning'.

- Building Practice Excellence

The preconditions for Building Practice Excellence include the prior improvement initiatives of 'building leadership teams' and 'setting expectations to promote inclusion'. Informed by intensive professional reading and coaching, the leadership team knew that building teacher practice and increasing student learning outcomes was a natural progression once the College embedded the two prior improvement initiatives.
After the completion of a Priority Review in 2015, intervention goals were set around the development of teacher learning and leadership activity. These interventions were identified as having the greatest impact on improving student-learning outcomes. Strong leaders create a safe environment for teachers to develop their practice with others.
Effective leaders at Seymour College in 2018 set high expectations and organised the school around supporting the goal of student achievement and building practice excellence. They demonstrated competence in leading whole school curriculum planning, and evaluated the effectiveness of its implementation. They have led challenging and focused dialogue on student outcomes and have used evidence-based research to track student outcomes.
Protocols have been developed for peer observations across the College and a system of observation has been initiated. These observations have supported the further implementation of the College's explicit instructional model.
Data literacy has been strengthened including the implementation of online Progress Achievement Testing to further support differentiation and student goal setting. Year 3 Reading and Numeracy NAPLAN student outcomes demonstrated an increase to 'similar' in relation to the median of all Victorian Government Primary schools. Year 5 Reading and Numeracy NAPLAN student outcomes were lower that the median of all Victorian Government Primary schools. Year 9 Reading and Numeracy NAPLAN student outcomes remained 'similar' in relation to the median of all Victorian Government Primary schools.
VCE teachers were involved in data discussions and strategies for further teaching and learning in the senior school. VCE mean study score results remained similar to that of 2017 and the median of all Victorian Government Secondary Schools. Seven per cent more students successfully completed their VCE in comparison with 2017 and five per cent more students undertook at least one VET unit of competence than in 2017. Three per cent more VCAL credits were satisfactorily completed, compared with 2017 results.

Seymour College leaders understood their role in leading student learning, and self-managed to ensure they prioritised the needs of students and student outcomes. This included determining what teaching expertise and resources were needed to achieve student-learning goals.
Collaboration and peer accountability around the delivery of a guaranteed and viable curriculum has been led and supported by the leadership team. Staff had access to quality mentoring, coaching, instructional model lesson planners to develop lessons, learning tasks and common assessment tasks. Professional learning was ongoing, supported and fully integrated into the culture of the College.
Equity funding targeted 'building practice excellence'. The College was involved with the University of Melbourne (UMNOS), a Department of Education initiative called 'DSSI Teaching Partners' and an further early intervention programs including the training of another Reading Recovery teacher.
The teaching of reading continued to be a focus where all students were expected to read an increased volume of texts through independent reading. Staff have continued to be trained to confer with students and set reading goals. They have also had intensive coaching and co-planning opportunities to build their capacity. To lift the level of engagement by students in reading the College provided increased funding to purchase high interest books. The reading block was privileged to the first hour of each day in the primary and special education sector; expectations for lesson structure were made explicit and monitored. Work continued on the implementation of the instructional model, which included a number of high impact teaching strategies. 3-tier planning continued to be led by leading teachers and implemented so that a guaranteed and viable curriculum could be embedded across the College.

- Positive Climate for Learning

Seymour College has focused on creating calm and orderly environments so that students and school-based staff can focus on learning. All staff participated in professional learning so that they were able to demonstrate a strong cultural understanding and a respect for difference. The College's values of Respect, Inspire and Excel were central to the creation of a safe, orderly and respectful learning environment. Clear expectations of behaviour have been embedded with a four-step process to minimise distractions and interruptions to learning time.
Inclusive practices continued to be implemented so that all students had access to all curriculum offerings in the mainstream setting. This also helped to build tolerance and respect for all at the College.
All staff participated in professional development so that they understood and demonstrated a strong cultural understanding and a respect for difference; enacted the College's values of Respect, Inspire and Excel and ensured a safe, orderly and respectful learning environment with clear expectations of behaviour, all of which had the effect of minimising interruptions to teaching time. Professional learning around trauma based practices, as well as understanding responses to trauma have been undertaken with all staff. Positive classroom behaviours were strengthened with the focus on Calmer Classroom practices and the relaunching of School Wide Positive Behaviour supports.
A coordinated and College wide approach to supporting students with additional needs continued to be implemented. This ensured that all students were supported in their emotional, physical, psychological and wellbeing needs.
The Student Attitude to School Survey percent endorsement on the sense of connectedness was lower than the median of all Victorian Government schools, both primary and secondary. The Parent Opinion Survey for mainstream parents had a 77% positive result for school connectedness and 72% positive result for Special Education parents.
Seymour College was able to support all students so that an inclusive environment fostered school connectedness and engagement with learning. The College supported students at-risk of disengaging with targeted and personalised programs that engaged them in learning, and addressed their personal wellbeing and development of their cognitive, social and emotional skills. Literacy intervention and Reading Recovery teachers also assisted and supported at risk-students who had low literacy levels. The Koorie Education Support Officer and Secondary School Nurse also supported at risk learners. High ability students were offered extra-curricula programs such as the Kwong Lee Dow program, National Youth Science program, State Schools Spectacular as well as supporting our elite athletes to participate in State events. All students were offered lunchtime and after school study sessions and secondary students had the opportunity to participate in instrumental music lessons. The College also supported students in the special education sector with access to mainstream curriculum and

experiences, including units of competencies in the Victorian Certificate of Applied Learning.

Achievement

The Abilities Based Learning and Education Support (ABLES) program and the Victorian Curriculum (Levels A to D and above) were utilised to develop learning and personal goals as well as to plan for explicit and personalised teaching and learning programs for special education students.
Equity funding was allocated to increase support for early intervention with the training of a second full time Reading Recovery teacher for 2018. This allowed for targeted literacy intervention so that all students who were entitled to Reading Recovery received it in Year 1 of their schooling. This investment also enabled targeted support including explicit individual and small group instruction for students who were lacking in foundational skills required for acquisition of reading and writing skills. Equity funding also supported the training in MiniLit of an additional literacy intervention teacher who provided support for students in years two to four.
The College has implemented the use of Progressive Assessment Tests (PAT) and continued to triangulate data and use evidence-based approaches to teaching and learning. Data tracking of students was analysed so that in-year and between-year growth was tracked and instruction given to students at their point of need.
Equity funding continued to target teaching and learning with literacy leading teachers continuing their contracts, three in the mainstream sector and one in the special education sector. Staff were supported with weekly collaborative planning sessions which ensured the implementation of the College's explicit instructional model and support with lessons including differentiated learning, learning intentions and success criteria.
The College continued its work with the University of Melbourne's Network of Schools project. As a result, a whole College focus on literacy, in particular reading, continued to be implemented. All staff were supported with professional learning around comprehension strategies and conferring. The UMNOS action plan assisted with the increase in student outcomes after taking into consideration the following data sets:
Students across Years 3 to 5 demonstrated nine per cent more students achieved high growth learning gain in NAPLAN reading and five per cent less students achieved low growth compared with 2017 results. Numeracy results demonstrated four per cent more students achieved high growth learning gain and ten per cent less students achieved low growth compared with 2017 results.
Students across Years 5 to 7 demonstrated similar results to 2017 across all learning gain NAPLAN areas.
NAPLAN data from Year 3 indicates that students are achieving similar results to comparison schools in Reading and in Numeracy, an improvement from 2017.
NAPLAN data from Year 5 indicates that students are achieving lower results to comparison schools in Reading and Numeracy.
NAPLAN data from Year 7 indicates that students are achieving results that are similar to the State Median in Reading and Numeracy.
NAPLAN data from Year 9 indicates that students are achieving similar results to comparison schools in Reading and Numeracy, with eight per cent more students achieving high growth in Numeracy compared with 2017 results.
Student achievement in Literacy and Numeracy increases throughout their years at the College, as a result of the intensive planning, writing of Individual Learning Plans and moderated assessment and diagnostics derived from shared approaches to the delivery of literacy and numeracy skills.
Senior special education students were able to undertake technology lessons with secondary mainstream teachers and primary special education students became more embedded into their inclusive learning communities, attending camps and completing similar learning experiences each day in the shared learning spaces.
25% of Year 12 students undertook at least one VET unit of competence, an increase of 5% on 2017, and 79% of VET units of competence were satisfactorily completed, compared with 96% in 2017, and 90% of VCAL credits were satisfactorily completed, compared with 97% in 2017.
The VCE in 2018 was further supported by the College's VCE leading teacher and professional development delivered by Carmel Richardson. The analysis of the 2018 data was used to support the following initiatives:

- full-time study centre
- practice General Achievement Test
- continuation of the exam policy to prepare future VCE students and also the explicit high expectations

about students attending, completing and staying for the allocated assessments
- weekly VCE student meetings
- an after-school study assistance program and regular planning meetings for VCE and VCAL teachers
- parent information sessions.

In 2018 the College's VCE mean study score was 27.63, a result deemed 'similar' in comparison with similar schools in Victoria. In 2017 the mean study score was 27.24. The percentage of VCE students obtaining a VCE Study Score of 37 or more was 11%, equal with the State outcome.
The College has a well-equipped technology wing with a full range of technology subjects available. The College attracts a large Numeracy of students enrolled in Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) programs. The College also acts as a major VET provider to the Southern Goulburn Cluster. The new Trade Training Centre operates through a consortium of nine schools and provides programs in automotive, welding and engineering and equine studies. Student retention rates have increased since 2017 to that of similar to the median of all Victorian Government secondary schools.
Exit student destination data indicates a high proportion of Seymour College students are proceeding to further tertiary studies or full-time employment, however, the results remain lower than the median of all Victorian Government secondary schools. The College offers comprehensive careers/pathways planning, which ensures that each year relatively few students are categorised as 'seeking work' when compared with regional data. The median score has been improving over the last three year period and has been above nearby regional schools. The VCAL program has received the top category one rating for the last three years.

Engagement

The College has continued the implementation of Compass School Manager (Compass) for consistent electronic roll marking from F-12.
Compass alerts teachers and parents/guardians to the non-attendance of students; it is one of the strategies we implemented to increase the attendance rate of students across the College. Compass triggers text messages to parents/guardians in the event of unexplained student absences, twice a day.
The average attendance rate of all F-6 students in our College shows that we are below the median of all Victorian Government schools. The average attendance rate of all 7-12 students in our College shows that we remain similar to the median of similar schools.
Student retention rates for students who remain at school from Years 7 to 10 have increased since 2017 to that of similar to the median of all Victorian Government secondary schools.
Exit destinations of students from Year 10 to Year 12 going on to further studies or full-time employment - a high proportion of Seymour College students are proceeding to further tertiary studies or full-time employment, however, the results remain lower than the median of all Victorian Government secondary schools.
The principal, assistant principals, leading teachers, year-level coordinators, school support officers, school nurse and wellbeing officers address the low attendance of students at risk via; parental support group meetings, phone calls and home visits in an attempt to reconnect students to the school and to develop Individual Education Plans to support the student's engagement with the College.
The College implements the 'Every Day Counts' strategy by the way of posters, articles to parents in the newsletters, Facebook and College website as well as explicit messages at year level assemblies.
Staff continued to be upskilled in restorative strategies, the School Wide Positive Behaviour Support framework (SWPBS) and explicit teaching of school core values in line with the school student engagement policy. The Student Behaviour Expectations and Management Strategy Guidelines continued to be an active document and the four-step process for behaviour management was revisited to ensure consistent implementation across all classrooms within the College. The focus on a safe, calm and orderly environment provided students with the opportunity to learn and teachers with the opportunity to teach. Professional learning was offered to all staff on positive college-wide behaviour management approaches throughout the year.
The College had regular year level meetings built around our three College values of Respect, Inspire, Excel as well as student-led full college assemblies each term.
The College continued to implement student-led conferences and these have added further opportunities for engagement, student voice and feedback around student learning. Positive feedback from parents, students and teachers was received about the effectiveness of the conferences in developing partnerships between school

and the home as well as increasing teachers understanding of how to increase student learning outcomes.
For students to learn, they need to be at school and in class. The strategies of a fenced yard and CCTV have continued to assist with lowering absenteeism as the students feel safe and ready to learn.
The provision of a full-time study centre has also allowed the VCE students access to a quality learning area and has allowed them to engage fully in their studies.
Extra-curricula activities to increase student engagement with school included but were not limited to; State Schools Spectacular, instrumental music lessons, Maryborough Energy Breakthrough, Seymour Has Got Talent (talent show), study tour to Borneo and one on one online tutoring from Monash University students through the Regional Education Support Network.
To foster school connectedness and engagement with learning the College continued to embed a school-wide 'token' acknowledgement system, student-led assemblies, student-led conferences and transition activities at multiple levels. School tours and open days allowed families to further develop an understanding of the inclusive environment offered by the College. Communication with families has included; phone calls, meetings, Student Support Groups, newsletters, Compass School Manager, SMS, Facebook posts, letters and emails. Students also participated in small focus groups with the Executive Principal so that their voices were heard, celebrations and concerns addressed.
The College offered a breakfast program for all students on two days each week so that they were ready for learning. The 'Rhythm to Recovery' drum program, Martial Arts for Girls, and Project Ready program were provided to ensure at-risk students experienced success, connected to school and had a mentor with whom they could converse.
2018 saw the introduction of a part-time attendance officer position in the secondary sector to assist with tracking attendance and supporting the principal class with SMS, phone calls and letters to parents regarding unexplained student absenteeism.
The Parent Opinion Survey demonstrated the strongest percentage endorsement by parents in the categories of 'Community Engagement' which was evidenced by the strategic planning focusing on 'what matters most' and the importance of engagement with the College community. The Student Attitude to School Survey demonstrated increases in percentage endorsement in 'Social Engagement', in particular, sense of inclusion and transitions for new students, students into Year 7 and from Years 10 to 12. Students' sense of connectedness was three per cent less than 2017 results.

Wellbeing

The Wellbeing team is led by the Assistant Principal – Wellbeing and includes two Wellbeing Officers, a School Nurse, a Defence Transition Mentor, a part-time Secondary Nurse, speech therapist, occupational therapist and Student Support Officers, Police Liaison Officer and teachers for visually impaired students. Psychology and extra speech and occupational therapy services were purchased to ensure students and their families have had the best start and are supported through their school years. Year level coordinators and campus managers also support all students. Due to a number of unfortunate incidents, the team provide wellbeing support for many students and their families.
The College's Student Wellbeing team and teachers have continued to work proactively to engage students using the SWPBS framework. A system of 'tokens' for positive behaviour continued to be implemented throughout the year, with parents being engaged in this system as well. Texts and email messages were delivered celebrating positive behaviour and attainment of awards throughout the year. A relaunch of the SWPBS framework occurred in Term 3 and 4 and the team includes staff, students and parents.
Student leaders hold assemblies each term and explicitly discuss expectations in regards to behaviour, college values, attendance and learning.
The 'Together Everyone Achieves More' (TEAM) program was delivered across foundation to year 10 to establish positive relationships and explicit expectations around the provision of a safe and orderly learning environment across the College – within the classrooms and in the yard.
Students in Year 9 participated in the 'Taking Care of Me' initiative which was provided by the Secondary School Nursing Program. This program allowed for students to increase their self-awareness and knowledge of many risk averse situations they may encounter either sexually, emotionally, physically and within the bounds of the legal system.

The College enrols students in Year 7 to 12 from feeder schools in the immediate area. A program of transition and information delivery for these students has continued with students attending special events at the College as well as information visits to their schools in 2018. The improved communication between schools regarding student achievement data has also enhanced transition for students into College life.
The 'Doctors in Secondary Schools' program continued and was well utilised by secondary students and is a further support to the wellbeing services offered by the College. Breakfast Clubs for all students offered a healthy meal two days a week.
The College continued to access the State Schools Relief fund with approximately 400 applications throughout the year.
The annual Student Attitudes to School Survey includes questions about students' engagement in and enjoyment of school. Seymour College's data shows that in comparison with similar schools we are lower in students' sense of connectedness and management of bullying in the primary sector and secondary sector.
The student Attitudes to School Survey indicated areas for improvement in Student Voice and Agency.
The School Staff 'Safety and Wellbeing' and 'School Climate' percentage endorsement results were on par with similar schools. The wellbeing of staff is paramount and these results evidence that staff in 2018 were operating in a supported school climate.

Financial performance and position

All funds received from the Department of Education and Training, or raised locally by the College, have been expended, or committed to subsequent years. These funds support the College's mission to educate and provide opportunities for all students.

In supporting the achievement of student educational outcomes and other operational needs of the College, the funds are allocated and expended consistent with the Department of Education and Training policies, College Council approvals and the intent and purposed for which funding was provided or raised.

Student enrolment numbers decreased compared with 2017, and the cost of utilities increased.

Additional funding was received from Defence School Transition Aide (DSTA) and Advance Funding for VCAL students for both mainstream and Special Education students to ensure he successful completion of their educational outcomes.

For more detailed information regarding our school please visit our website at https://www.seymourcollege.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 729 students were enrolled at this school in 2018, 363 female and 366 male.

3 percent were EAL (English as an Additional Language) students and 8 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

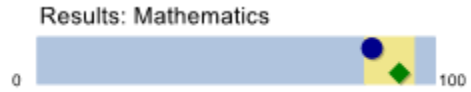
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Primary Year Levels)

Performance Summary

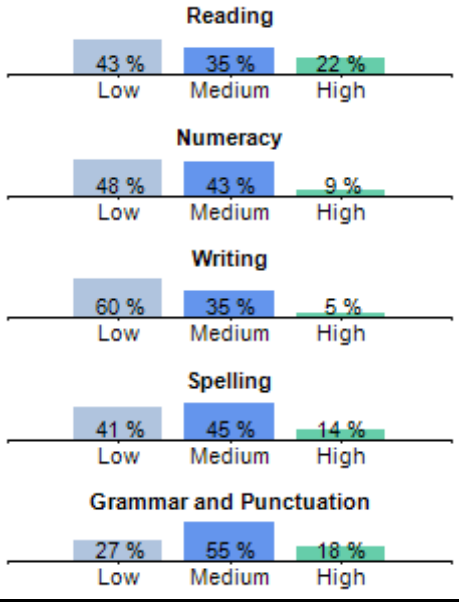
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Lower Lower Lower Similar

(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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 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 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'.		NAPLAN Learning Gain does not require a School Comparison.

(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:

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

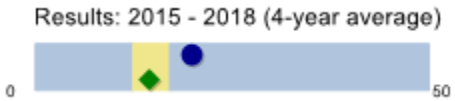
Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

Student Outcomes

Few absences <------> Many absences



Few absences <------> Many absences

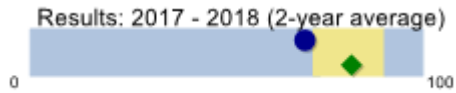
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	89 %	90 %	90 %	86 %	90 %	88 %

School Comparison

(Primary Year Levels)

Performance Summary

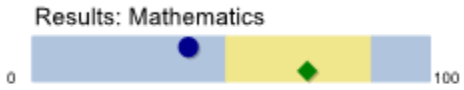
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	Lower Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	Lower Similar

(Secondary Year Levels)

Performance Summary

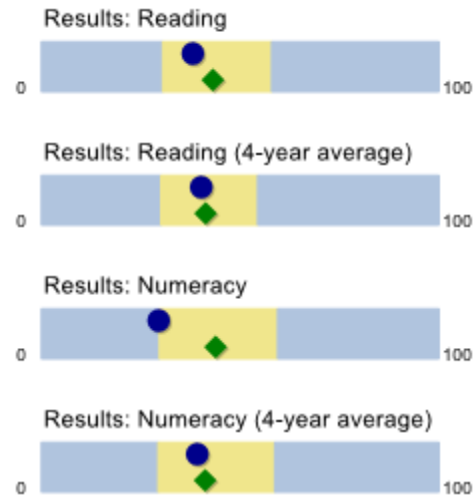
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Secondary Year Levels)

Performance Summary

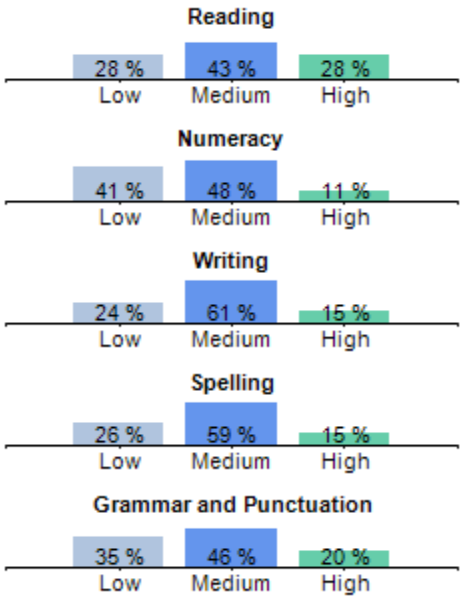
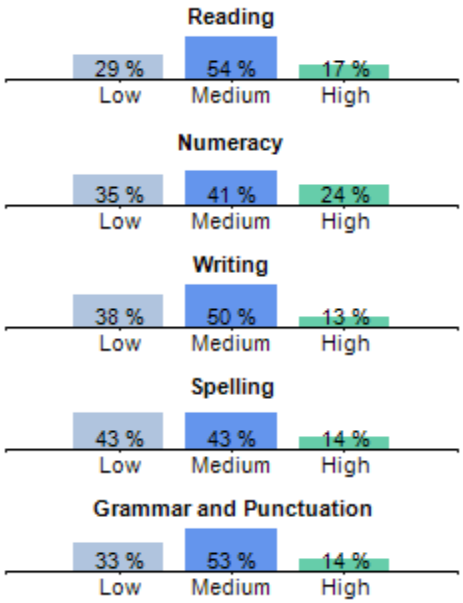
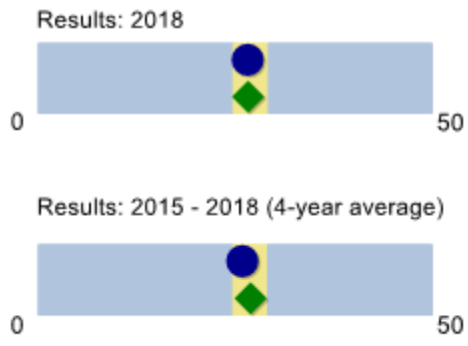
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

(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: ◆

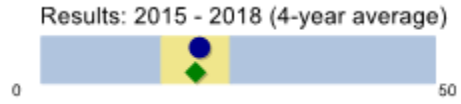
Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result 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 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'.		NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.		NAPLAN Learning Gain does not require a School Comparison.
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.		

Students in 2018 who satisfactorily completed their VCE: 95%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 25%
VET units of competence satisfactorily completed in 2018: 79%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 90%

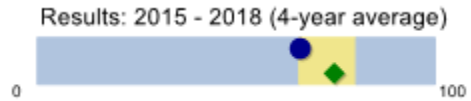
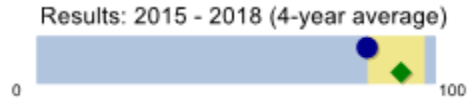
(Secondary Year Levels)

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	 Few absences <------> Many absences  Few absences <------> Many absences	

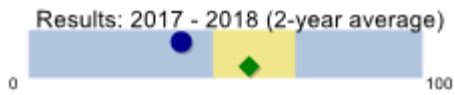
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88 %	87 %	86 %	87 %	90 %	89 %

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	 	
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	 	

(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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	Lower Lower

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

Revenue	Actual
Student Resource Package	$9,390,507
Government Provided DET Grants	$1,752,970
Government Grants Commonwealth	$51,651
Government Grants State	$5,060
Revenue Other	$119,512
Locally Raised Funds	$265,032
Total Operating Revenue	**$11,584,731**

Equity[1]	
Equity (Social Disadvantage)	$1,092,879
Equity (Catch Up)	$67,999
Equity Total	**$1,160,878**

Expenditure	
Student Resource Package[2]	$9,794,005
Books & Publications	$9,691
Communication Costs	$19,061
Consumables	$236,735
Miscellaneous Expense[3]	$441,621
Professional Development	$49,939
Property and Equipment Services	$561,745
Salaries & Allowances[4]	$542,855
Trading & Fundraising	$45,824
Travel & Subsistence	$6,394
Utilities	$187,289
Total Operating Expenditure	**$11,895,160**
Net Operating Surplus/-Deficit	**($310,428)**
Asset Acquisitions	**$72,308**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$273,867
Official Account	$117,791
Other Accounts	$521,769
Total Funds Available	**$913,427**

Financial Commitments	
Operating Reserve	$340,228
Funds Received in Advance	$79,154
School Based Programs	$52,276
Beneficiary/Memorial Accounts	$21,769
Repayable to the Department	$420,000
Total Financial Commitments	**$913,427**

(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?

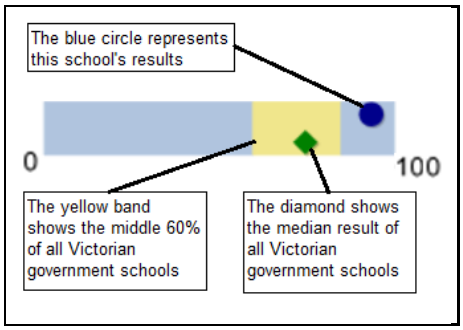
The Performance Summary reports on data in three key areas:

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').