

2019 Annual Report to The School Community



School Name: Sunbury Downs Secondary College (8723)



- 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 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 25 March 2020 at 04:09 PM by Warwick Beynon (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.

Attested on 24 April 2020 at 03:29 PM by Carleen Bramley (School Council President)

About Our School

School context

The Sunbury Downs College motto is 'Confidence to Achieve'.

The College has developed an agreed "Vision Statement":

Sunbury Downs College is a conservative, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations.

The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College.

Our Educational Philosophy is:

- We believe outstanding teaching produces high quality learning outcomes.
- A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning.
- The positive learning environment fosters collaboration and cooperation with shared expectations of educational success.
- Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning.
- We create confident, resilient and reflective independent life learners.
- Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential."Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out the behavioural expectations for all members in this school community, including the Principal, all School staff, Parents, Students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

All members of the Sunbury Downs College community collectively support and foster learning growth along with the sharing of responsibility for the development and growth of our students.

Our Statement of Values provide guidance for the entire school community.

The College has five Values: Respectful Relationships,
Community Engagement,
Ambitious Expectations,
Successful Outcomes
Resilient Behaviours.

Sunbury Downs College is a vibrant Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury.

We offer a rich educational experience in an environment with excellent educational outcomes, high expectation and strong student management. The College regards itself as an academic school with a wide range of programs. There is

a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in the Arts/Technology, Performing Arts, Health and Languages (Italian). We also offer a range of VCE subjects, including some VETiS studies and a structured, rigorous VCAL program in Years 10-12. We have a reputation for helping students achieve outstanding VCE results, showing that our students have the 'Confidence to Achieve'.

The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools, for students in Years 7-9. The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Later Years. The College is an accredited International Student Program provider. This program is in its early implementation stage as the College works with the local community to engage in cultural immersion and understanding.

Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students in Years 7-12. Some of these include Debating and Public Speaking, Maths Club, Drama Club and Choir. The College also has a House and Sports program with whole school carnivals for Athletics and Swimming. There are Year Level and specialised camps and excursions, including a bi-annual overseas Italian Study Tour. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom.

Our College is proud to be in partnership with its community with local organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses and many universities, including the University of Melbourne. We acknowledge that it is the links with the outside world that extends the offerings for our students and community.

Our College Values of Respectful Relationships, Ambitious Expectations, Resilient Behaviours, Successful Outcomes and Community Engagement underpin the expected behaviours for all members of the Sunbury Downs College community.

The Student Family Occupation Education (SFOE) index was 0.42 in 2019.

Future Challenges for the College:

- Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
- Improve student Cognitive Engagement and Wellbeing.
- Strengthen and further develop Student Voice and Learner Agency.

- Maximise the opportunities associated with the current building and facility capital works programs.
- Build teacher and staff capacity.

Framework for Improving Student Outcomes (FISO)

The 2019 Annual Implementation Plan listed two areas of focus:
Student Achievement and,
Student Engagement and Wellbeing

The Student Achievement goal will focus on- Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students
The Student Engagement and Well being goal will focus on- Implement an Engagement and Well being framework and policy that establishes a rights and responsibilities culture

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The strategies that were used to implement the student achievement goal have been:

- PLC structure to build teacher capacity to explicitly teach vocab across Domains.
- Learning Specialists mentor and coach individual and or teams of staff to develop their capacity to implement HITS
- Literacy and Numeracy strategies being evidenced in teacher PDP.
- Peer observation evidenced in the PDP process.
- Teaching staff use student assessment data in their Domain planning of Curriculum Implementation and Assessment to improve student achievement.
- NAPLAN data is referred to which demonstrates growth of more than one year per year of teaching between year 7-9
- The use of consistent practices in the delivery of curriculum to improve and maximise student outcomes.
- Teachers in Domains to develop understandings of pedagogy that is targeted to provide student learning growth.
- VCAA program data accessible to Year 12 Teachers
- Individual, Class Year Level and whole school data is identified, discussed, used and informs teachers curriculum delivery and pedagogy
- Develop the staff capacity to understand, analyse and utilise data.
- Establish moderation practice across Domains.

The strategies that were to implement the Student Engagement and Wellbeing goal have been :

- Reviewing Student and Parent attitudes to school opinion data with staff, and students related to the following: -classroom behaviour, student safety ,student morale , school connectedness, teacher effectiveness, teacher empathy.
- All funded students have individual learning plans and PSG meetings to provide a review and update of learning needs and assessment which is reflected in the documented reporting program
- School Wide Positive Behaviours Initiative to continue to be introduced school wide
- Training of leaders and teachers in SWPBS
- Respectful Relationships implementation
- Student Services team collaborate with and support Mini School teams to coordinate the support of the wellbeing needs of students.
- Provide the opportunity for students to participate in student forums and provide input into SWPB implementation/development
- Student Voice and Agency leader supports and facilitates leadership development of students across all year levels.
- In 2019 a process was developed to create the SWPBS matrix and this also had strong student agency attached.
- Relevant policies are to be updated in preparation for the school review process - eg. Student Engagement and Wellbeing, Attendance and Uniform.
- Inclusion Coordinator role developed and resourced to support student learning needs at the College (in addition to PSD funded students)

Achievement

In 2019 the College participated in the School Strategic Plan review process. The conclusion from the review which directly analysed this Achievement Goal over the life of the strategic plan was that this goal has been partially met:

Goal : Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students. Partially met

Target 1: Literacy and Numeracy strategies are evidenced in teacher PDP. Met

Target 2: Triad, peer and learning walks observation evidenced in the PDP process. Met	
Target 3: NAPLAN data shows growth of more than one year per year of teaching between Years 7–9.	Not met
Target 4: Numeracy trend data Year 7–9 increases in the mid and high range.	Partially met
Target 5: VCE study score mean for English is better than State.	Met
Target 6: VCE student score mean for Further Mathematics, Methods and Specialist are at or above State.	Partially met

The review process acknowledged that the literacy and numeracy strategy, peer observation process and documentation of most of the 7–10 curriculum and moderation of some assessment tasks contributed to the school exceeding the target for all Years 7–10 students in English and Maths.

The School Review recommends the following key directions of work for the next SSP:

- Literacy and Numeracy outcomes and learning growth for all students
- Student cognitive engagement and wellbeing
- Student voice and learner agency

Further improvements will be achieved by:

- Continued Involvement in the Sunbury /Diggers Rest communities of practice initiative which focuses on Professional Learning Cultures (PLC)
- Further promoting the Scholars Program at Years 10 & 11
- Coaching and mentoring of staff in Literacy and Numeracy by Learning Specialists
- Continue to resource and support the Learning Specialist initiative which builds capacity in Literacy ,Numeracy and Data analysis.
- Continue to promote the PLC structure within Domain meetings.
- Develop and promote an Observation Culture which includes peer observations.
- Peer observations focusing on high impact teaching strategies (HITS) and provide staff with opportunities to give and receive feedback with peers.
- Strategies will continue to be implemented to improve achievement and wellbeing support for students including provision of learning mentors. The school will continue the use of the Victorian Curriculum and Assessment Authority data to inform teacher practice.
- Staff to strengthen their teaching practice of providing explicit instruction and feedback which will result in higher achievement.

The development by staff of curriculum from a learning continuum perspective would allow for every student's point of learning need to be accommodated.

Engagement

Sunbury Downs College has similar data to other Victorian schools in relation to student absence and retention. The 2019 absence data was slightly above the state level but lower than other schools in our network. The average days absence from Year 7- 12 in 2019 was 23.3 days. Of this number 12 days are explained / approved absences and 11 are non -approved / unexplained.

The College's reporting of exit destination data or continued education or full time employment by students in 2019 was lower when compared to other Victorian government schools however the data is similar to other Victorian government secondary schools when 4 year trend data is referred to.

The College's implementation of the Attendance Policy and Every Day Counts program continues to support a positive approach to school attendance. The use of Compass to record, monitor and track student attendance has continued to be effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students including daily phone calls to families regarding children who are absent. The College continues to use Attendance Student Support Group meetings and daily communication with families to support this result.

Student retention has been a focus in 2019 with curriculum provision, programs and in particular expansion of Later Years pathways. It is pleasing to acknowledge that the retention data for students who start at Year 7 and remain

through to Year 10 is similar to other Victorian schools. The post compulsory follow up and work of the Careers/MiPs Coordinator is evident. Also the continued investment into VCE early commencement, VCAL and VETiS supports students to continue their studies and stay at school. The positive working relationship with local community businesses has supported some School based apprenticeships, VCAL placements ,Headstart Program and also work readiness for Year 12 students.

OnTrack data indicated a decline in students progressing to continued learning pathways and an increase in those gaining employment from school and in those looking for work.

Data indicated an increase in the percentage continuing their education through Certificate/Diploma courses which is pleasing.

Destination data indicated 100 per cent decrease in the unexplained category and although there was a decline in the percentage progressing to university education there was an increase in the percentage continuing to tertiary and further education.

The School Review recommends the following key directions of work for the next SSP:

- Literacy and Numeracy outcomes and learning growth for all students
- Student cognitive engagement and wellbeing
- Student voice and learner agency

The AToSS data indicated that 31 per cent of students experienced student voice and agency, 34 per cent felt connected to the school and 35 per cent were positive for teacher concern.

Wellbeing

Student Wellbeing data is rated as lower compared to other Victorian Government schools.

The College focuses on proactive measures to target the engagement and wellbeing of students in the Middle and Later Years Mini- Schools. Students across the school are allocated to a home group; to support transition and also promote connectedness. The House program engages students across year levels in a variety of ways and allows them to participate in whole school activities and carnivals. The seamless transition of students in each year level and across the Mini-Schools has been a priority. Close connections with feeder schools and supporting transition of new students has also been a focus.

The College has well documented student management policies, structures and processes. Students are referred to expert staff for identified behavioural and wellbeing issues that are linked to student achievement. Targeted Student Support Group meetings on attendance, achievement, wellbeing and engagement are undertaken to provide students with the necessary support for learning, successful transitions and pathways. The College's Student Services Centre is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student wellbeing, achievement, socially responsible behaviour and careers action pathway planning. Student wellbeing programs include: Seasons, Year 12 Mentoring program, Middle Years Cyber Safety, conflict resolution-resilience and a targeted wellbeing intervention program for boys and girls.

'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at students' stages of learning. This has been further supported with Parent Forums on important issues including 'how best to support your child to learn' and "tuning into teens". The College continues to recognise the importance of positive connections between the family and College life.

There are strong connections between students, parents and staff ensuring quality feedback and common understandings. Additional work will include focus group activities year level by year level to identify the areas where improvement can occur. The use of student agency / voice will be used to promote initiatives and implement programs that provide point of need response. For example bullying interventions . The SWPB initiative continues to be implemented with the College heading into the third year of implementation during 2020. A rewards and positive acknowledgement program is to be developed ,along with focusing on developing greater teacher consistency related to student management within and beyond the classroom.

Adolescent Mental Health concerns continue to be an area of focus for the teaching staff and also our Student Services

support team. Professional Learning on this topic for all staff so that they are able to build their capacity on strategies to use in the classroom will be planned for 2020

Financial performance and position

2019 Financial Performance and Position Commentary:

The Financial Report information indicates that the College is in a strong surplus position at the end of the 2019 year. This represents an improvement on the previous year's result. The difference is attributable to greatly improved efficiencies in expenditure management and resource allocation. Strategic governance has kept expenditure increases at a low level and has meant that revenue increases were stronger than expenditure increases.

College held funds were higher as at 31st December 2019 compared to the same time in the previous year. According to the data total Funds Available at the end of the year were \$1,168,354.00. These funds are directly linked to monies received to support the College capital works programs.

It is anticipated that the financial position of Sunbury Downs College for 2020 will continue to be favourable however as previously stated additional costs associated with the two major capital works programs are yet to be drawn upon. There is considerable expenditure yet to be finalised. Our student base in 2019 was stable which has a positive effect on the Student Resource Package. No significant self-funded building projects are planned to be undertaken in 2020. The College will continue to work on minor and medium sized projects in respect of facilities restoration, student locker replacement, grounds beautification, student amenities, CCTV and the replacement of school yard furnishings for student use.

For more detailed information regarding our school please visit our website at
<https://www.sunburydowns.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 672 students were enrolled at this school in 2019, 310 female and 362 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



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
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 <i>How to read the Annual Report</i>.	Results: English  Results: Mathematics 	Similar ● Similar ●

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
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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar ● Below ●

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																														
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'.	Reading <table border="1"> <tr> <td>39 %</td> <td>47 %</td> <td>14 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Numeracy <table border="1"> <tr> <td>41 %</td> <td>46 %</td> <td>13 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Writing <table border="1"> <tr> <td>32 %</td> <td>45 %</td> <td>22 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Spelling <table border="1"> <tr> <td>42 %</td> <td>43 %</td> <td>16 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Grammar and Punctuation <table border="1"> <tr> <td>35 %</td> <td>51 %</td> <td>14 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	39 %	47 %	14 %	Low	Medium	High	41 %	46 %	13 %	Low	Medium	High	32 %	45 %	22 %	Low	Medium	High	42 %	43 %	16 %	Low	Medium	High	35 %	51 %	14 %	Low	Medium	High	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. Statewide Distribution of Learning Gain (all domains)
39 %	47 %	14 %																														
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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'.	Reading <table border="1"> <tr> <td>35 %</td> <td>44 %</td> <td>21 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Numeracy <table border="1"> <tr> <td>40 %</td> <td>45 %</td> <td>15 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Writing <table border="1"> <tr> <td>23 %</td> <td>56 %</td> <td>21 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Spelling <table border="1"> <tr> <td>37 %</td> <td>45 %</td> <td>18 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> Grammar and Punctuation <table border="1"> <tr> <td>32 %</td> <td>51 %</td> <td>17 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	35 %	44 %	21 %	Low	Medium	High	40 %	45 %	15 %	Low	Medium	High	23 %	56 %	21 %	Low	Medium	High	37 %	45 %	18 %	Low	Medium	High	32 %	51 %	17 %	Low	Medium	High	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. Statewide Distribution of Learning Gain (all domains)
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32 %	51 %	17 %																														
Low	Medium	High																														
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.	Results: 2019 Results: 2016 - 2019 (4-year average)	Above ●																														
Students in 2019 who satisfactorily completed their VCE: 99% Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 42% VET units of competence satisfactorily completed in 2019: 77% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 77%																																

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	
Engagement	Student Outcomes	Similar 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 Similar School Comparison 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.	Results: 2019 </		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:			Key: Similar School Comparison		
Results for this school: Median of all Victorian Government Secondary Schools:			Above Similar Below		
Wellbeing	Student Outcomes	Similar School Comparison			
Students Attitudes to School - Sense of Connectedness 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).	Results: 2019 <				

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

Revenue	Actual
Student Resource Package	\$6,885,517
Government Provided DET Grants	\$1,043,126
Government Grants Commonwealth	\$11,599
Government Grants State	\$5,082
Revenue Other	\$30,207
Locally Raised Funds	\$262,733
Total Operating Revenue	\$8,238,263

Equity ¹	
Equity (Social Disadvantage)	\$173,033
Equity (Catch Up)	\$27,241
Equity Total	\$200,274

Expenditure	
Student Resource Package ²	\$6,369,909
Books & Publications	\$10,277
Communication Costs	\$31,717
Consumables	\$98,586
Miscellaneous Expense ³	\$532,749
Professional Development	\$41,426
Property and Equipment Services	\$287,556
Salaries & Allowances ⁴	\$163,021
Trading & Fundraising	\$16,071
Travel & Subsistence	\$2,585
Utilities	\$76,454
Adjustments	\$89

Total Operating Expenditure	\$7,630,440
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Net Operating Surplus/-Deficit	\$607,823
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,168,355
Official Account	\$43,328
Other Accounts	\$925
Total Funds Available	\$1,212,608

Financial Commitments	
Operating Reserve	\$203,205
Other Recurrent Expenditure	\$12,198
Funds Received in Advance	\$72,888
Asset/Equipment Replacement < 12 months	\$318,916
Capital - Buildings/Grounds < 12 months	\$265,400
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$145,000
Capital - Buildings/Grounds > 12 months	\$85,000
Maintenance - Buildings/Grounds > 12 months	\$75,000
Total Financial Commitments	\$1,212,607

- (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)

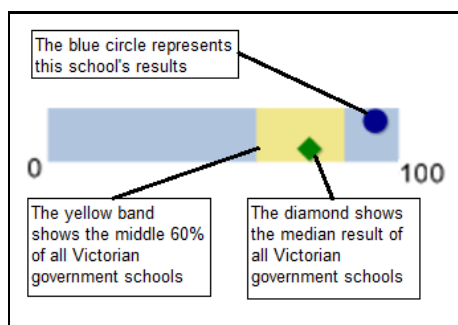
Engagement

- 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').