

2018 Annual Report to The School Community



School Name: Kambrya College (8421)



- 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 18 April 2019 at 12:49 PM by Keith Perry
(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 09:29 AM by Catherine English
(School Council President)

About Our School

School context

Kambrya College is a large secondary school, located in the south-east growth corridor of Berwick. It is a place of outstanding learning and professional practice. In 2018, the College has 1346 students from 51 nations, speaking 53 languages other than English. Kambrya College provides a broad range of learning opportunities and cater for a broad range of needs, interests and pathways.

In 2018, the College had a Student Family Occupation and Education (SFOE) index of 0.5955 and Student Family Occupation (SFO) index of 0.4726. This places the College within a medium socio-economic profile and is consistent to that of previous years.

We are in our seventeenth year of operation, with 2018 producing a total student population of 1456 (703 female and 753 male). Student enrolments have risen dramatically in the last three years, in line with housing developments in the Casey area, and the improving reputation of the College. Student enrolments are projected to increase beyond 1500 for 2019, and approach 1600 for 2020. During the year, Kambrya College had the following enrolment diversity:

- 23% of our student cohort were EAL (English as an Additional Language); a significant proportional increase from previous years.
- 1% of students identify as being ATSI (Aboriginal and Torres Strait Islander) students; this number has been consistent over the years.
- In 2018, the College supported 25 students who participated in the Program for Students with a Disability; a rise of 25% from the previous year.
- The Kambrya International School Program (ISP) of 34 students provides a further global perspective.

In alignment with the increased enrolments over the past three years, the workforce composition of the College increased measurably. The staffing cohort currently consists of 106 teachers (26 new staff in 2018), 6 Principal Class members, and 50 non-teaching staff. The College enrolls students from within its neighbourhood boundary, with Brentwood Primary School, Berwick Fields Primary School and Berwick Chase Primary schools being our major feeder schools.

Ongoing consolidation and refinement of a structured curriculum (Vic Curriculum / VCE / VCAL) was a priority of the College in 2018; linked to on-line documentation (COMPASS), assessment (including rubrics), moderation, reporting, feedback and timelines.

The College continues to offer a suite of in-house Vocational Education Training (VET) programs (Sport and Recreation, Plumbing, Hairdressing, Hospitality, Beauty, Building and Construction, Health), whilst all of our Senior VCAL students undertake an in-house Cert II in Business Management. Students in Years 7-10 have access to an accredited Select Entry Accelerated Learning (SEAL) program. We also offer specialist programs for students in the junior years; these include an Athlete Development Program, Darrabi Program (re-engagement program for Yr.9 boys), Accelerated Music Program and the Accelerated Learning Program (Year 7-8) which caters to the needs of students who require additional learning support in their transition to secondary school. The creation of a dedicated GIRL (Growing Independent Resilient Learners) program for Yr.9 female students was developed for 2019 implementation.

The College values are: Integrity, Compassion, Achievement and Respect. These are instilled in all that we do and create the foundation of our strategic intent; 'Maximising the Potential of Each Student'. In 2018, students were organised into a 'School within a School' (SWIS Model) approach at Yr.7-9 amongst four sub-schools:

Gwonawa, Warin, Bulen and Mirrim. The Senior sub-school is split into Yr.10, Yr.11-12 VCAL and Yr.11-12 VCE. These sub-schools cater for students' core classes and provide the foundation for their management and welfare, giving students a sense of belonging to a close network of peers and teachers within a bigger school setting. Each Sub-School has a dedicated Sub-School Leader and Student Manager, and access to a wellbeing counsellors.

Our College is an accredited International School and has Sister-School links in China, Cambodia, South Africa, Germany and Japan. Our students have abundant opportunities to undertake international tours to enhance their cultural awareness, academic and language skills.

During Term 1 - Term 3, 2018; the College undertook its Department of Education (DET) Pre-review Self-Evaluation and formal review into Child Safety Standards and adherence to Victorian Registration Quality Assurance (VRQA) Standards for registration. A holistic approach to self-reflection was undertaken, inclusive of all staff, numerous student focus groups and involvement of parents. Acknowledgement of College progress, positive student learning growth and enhanced teacher consistency was made, with clearly identified areas for improvement articulated in the College's new four year Strategic Plan (2019 2022). This plan targets three key goals:

- Improve achievement and learning growth outcomes for all students.
- Improve Student Voice, Leadership and Learner Agency the College.
- Improve Student Wellbeing, Engagement and Inclusion across the College.

Each of these goals is supported by Key Improvement Strategies that were developed in consultation with the College community, and measurable performance indicators have been set.

During 2018, the College also undertook a mandated and thorough Commonwealth audit into our processes, protocols and policies relating to our International Student Program (ISP). During this period, we had 34 international students receiving education from across Yr.8-Yr.12. We were able to demonstrate our adherence to all required standards to an exemplary level. This has secured our registration for another four years.

In Term 4, 2018, a new and permanent building for Later Years was completed. This 3.4-million-dollar facility provides our students and staff with nine new classrooms, kitchenette and staff offices. This is a significant asset to our school program.

Framework for Improving Student Outcomes (FISO)

In 2018, the College targeted four priority FISO dimensions, against the six priority initiatives.

1. Excellence in Teaching and Learning
 - Building Practice Excellence
 - Curriculum planning and assessment
2. Professional Leadership
 - Empowering students and building school pride
 - Setting Building leadership teams
3. Positive Climate for Learning
 - Expectations and promoting inclusion
4. Community Engagement in Learning
 - Building communities

Achievement

Students at Kambrya College have access to a wide range of specialised programs that ensure they enjoy high levels of learning attainment and growth across all key areas, as evidenced by improved NAPLAN, VCE and VCAL results. We recognize that student's success and achievement outcomes encompass a broader view of learning, spanning the full range of curriculum Domains, as well as student's co-curricular achievements.

Improvement in student learning outcomes was underpinned by a consistent approach to teaching and learning delivered through the College's Model of Instruction. Dedicated Numeracy and Literacy Programs contributed to all Yr.9 NAPLAN results in 2018 being similar in school comparison.

School comparison data of teacher judgement of student achievement (Yr.7-10 students) indicates that Literacy and Numeracy achievement is 'at the expected level' (at the higher end of the Government school median).

In 2018, Kambrya College had 245 students enrolled in a VCE 3-4 Unit, 43 students enrolled in Senior VCAL, and 218 students enrolled in a VET unit. Student retention data (Year 7 students who remain at the school through to Year 10) for 2018 was similar to the national median as was the 4-year trend.

Tracking data from Yr.12 (2018) students indicate:

- 96 out of a possible 125 students applied for a University place. 92% (88 students) received an offer.
- 23 students enrolled in TAFE.
- 7 students attained an apprenticeship / traineeship /other training provider.
- 40 students were engaged in full-time /part-time employment.

VCE achievements:

- 96% of students satisfactorily completed their Victorian Certificate of Education.
- 3 students were awarded the VCE (Baccalaureate).
- Median study (subject) score was 29.
- An increase in the percentage of ATAR scores over 80 and over 90
- Total number of 40+ scores was 3.10%
- One student received a perfect score (50 Study Score) in Maths Methods.
- The highest student ATAR was 99.55

VCAL and VET achievements:

- 92% of VET units of competency were successfully completed; an improvement of 4%.
- 90% of Victorian Certificate of Applied Learning (VCAL) units successfully completed; an improvement of 7%.
- 45% of Yr.12 students undertook at least one Vocational Education and Training (VET) unit of competence.

In 2018, the College consolidated classes (Yr.7-10) across the SEAL program, targeting highly-able students with a challenging and enhanced curriculum. On-Demand, NAPLAN and school-based academic results place this cohort well-above the State level mean, with many students successful in their enrolment into pre-select government schools for 2019. Students from Kambrya College enrolling into Nossal High were the highest intake from any other school across the State.

The re-engagement program Darrabi (Yr.9) and vocational Pre-VCAL (Yr.10) program continue to be holistic and inclusive and provide alternate academic and pathway opportunities for students. They continues to be successful in offering students more engaged pathways, improving retention data, rapport with teachers and connectedness to school.

Engagement

Students' motivation to learning is nurtured through a range of specialised programs from Years 7-12 that cater to a wide range of interests, vocations and engagement needs. Our 2018 data reveals that 'Retention' and

'Exiting to Further Studies and Full-Time Employment' data (across Yr.7-10) was similar to the State average, as was our 4-year trend.

Strong student connection with the College is seen via heightened attendance across all year levels: Yr.7 (91%) Yr.8 (88%) Yr.9 (87%) Yr.10 (90%) Yr.11 (91%) and Yr.12 (89%). This is a slight decrease from 2017 absence data (and lower in comparison to other schools); however, similar on a 4 year average.

The College continues to consolidate and deliver programs that provide links to social expectation, cultural sensitivities, equity and tolerance: Respectful Relationships, Safe Minds, Community Alliance Group and Student Leaders' programs support this area.

The Student Health, Wellbeing and Engagement Team comprises four full-time counsellors. A new workforce structure was implemented in 2018; with a full-time Health, Wellbeing and Engagement Leader employed to oversee the strategic planning, implementation and direction of student welfare. The wellbeing team provide specialist assistance with support from a SSSO psychologist, and many other external social workers and agencies. The College also facilitates connection to Oz Child Psychologists, Supportive Minds, and a General Practitioner who attends our site for half a day a week to provide medical services to students. The development of a new student health wellbeing and engagement centre was organised for Term 1, 2019 implementation.

In 2018, the College supported twenty five funded students who participated in the Program for Students with a Disability; a rise in 25% of funded students to the College.

Strong networking connections with Narre Community Learning Centre, Adolescent Recovery Centre, Stepping Stones, Head Space and Operation New Start (Casey and Dandenong) have proven to be successful partnerships, providing variant pathways and options for 'at-risk' students where continued engagement and attendance at a structured school setting is a challenge.

Wellbeing

Students at Kambrya College enjoy a high level of engagement with their learning as evidenced through the Attitudes to School Survey. This extends to a strong sense of connectedness with their peers and an educational setting which is perceived by students as being 'safe'. Our 2018 data in this area along with 'Management of Bullying' was similar to the State average, as was our 4-year trend.

Kambrya College recognises that a student's health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining student's positive learning experiences. A focus on the holistic student underpins all aspects of teaching and learning to promote the overall wellbeing of our students. Accordingly, all staff prioritise the wellbeing of students and work closely with the dedicated Student Wellbeing Team and College Leadership Team to ensure this.

A strong transition program with feeder primary schools ensures a smooth and successful movement into their secondary education. Equally, a rigorous approach to managed individual pathways, through course counselling and close collaboration between the College and the student and the parent/guardian, ensures that critical transitions into further education and /or employment are effectively cultivated and supported.

The College is supported by DET through provision of a Student Support Services Officer (SSSO) and has access to additional Psychologists, Social Workers and Speech Pathologist services. Students considered 'at risk' are supported through a number of short and long-term welfare, social and / or academic programs and agencies, such as: Adolescent Recovery Centre (ARC), Headspace, ELHMS, Operation New Start (Casey / Dandenong), Narre Community Learning Centre, Casey Youth Services and the Program for Students with Disabilities. 23% of the student cohort were identified (across Yr.7-12) where English was an Alternate Language (EAL). To support this cohort (and any others identified student in need of literacy support), the EAL co-ordinator

organised additional support through the Literacy and Numeracy support programs, Individual Learning Plans and a consistent approach to curriculum differentiation.

The College has undertaken a pro-active approach towards decreasing student absenteeism through consistent College wide strategies, including; pro-active Home group communication with parents, COMPASS, College / DET policies, Regional referrals, student wellbeing / SSSO interventionist involvement and Attendance Learning Plan (negotiated return to school / staggered timetable). During 2018, the College participated in a new DET endorsed program- 'Lift-Off', which specifically supports students with anxiety and/or prolonged absenteeism issues, with the aim to re-engage with mainstream schooling. Other educational options, such as Distance Education (based on medical recommendation from a medical professional) has been supported where significant absenteeism, despite intervention across multiple sources, has been exhausted.

Kambrya College is fully compliant in meeting all seven standards of Ministerial Order 870- Child Safety Standards. Teachers are annually provided with Responding to Disclosures and Mandatory Reporting professional development, along with completing DET provided E-Learning Modules; the College has developed its own Child Safe- Code of Conduct Policy and Commitment Statement, with a dedicated area within our website providing community booklets and DHHS / Protect resources for further explanation and supports. The College vigilantly follows the Four Critical Actions that must be followed when discharging their obligations to Mandatory Reporting.

The Parent Opinion Survey in 2018 was equal to the State average in parent satisfaction, which has remained consistent over the last few years.

In 2019, the College will be launching a new School Wide Positive Behaviour Program which will encompass many new strategies for improving student health, wellbeing and engagement outcomes.

Financial performance and position

2018 saw an increase of 51 students to the College from that of 2017, with a proportionate increase in our Student Resource Package. Equity Funding was \$524 640; however, this was a reduction of about \$50,000 from that of the previous year. These funds were vital in supporting the College's investment in additional Literacy and Numeracy resources (inclusive of staffing and learning material).

All teachers in 2018 were provided with their four day entitlements of Professional Practice Days; with the College investing another \$24,000 to build teacher capacity across High Impact Teaching Strategies (HITS) and in particular; the FISO dimensions of:

- (1) Excellence in Teaching and Learning
- (2) Community Engagement in Learning and
- (3) Positive Climate for Learning.

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. Through strategic fiscal management of resources, the College's financial position is sound.

For more detailed information regarding our school please visit our website at
<http://www.kambryacollege.com>

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 1456 students were enrolled at this school in 2018, 703 female and 753 male.

23 percent were EAL (English as an Additional Language) students and ND 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).

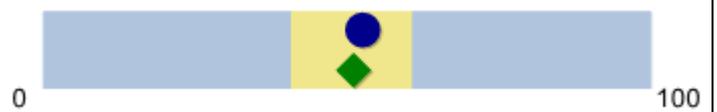
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

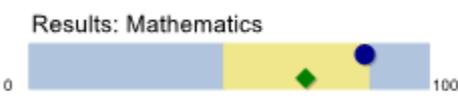
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



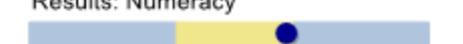
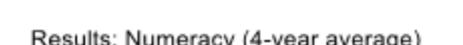
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 96% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 45% VET units of competence satisfactorily completed in 2018: 92% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 90%</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:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</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>88 %</td> <td>87 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	87 %	90 %	91 %	89 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	87 %	90 %	91 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$12,953,117
Government Provided DET Grants	\$1,972,546
Government Grants Commonwealth	\$8,315
Government Grants State	\$25,774
Revenue Other	\$566,820
Locally Raised Funds	\$986,190
Total Operating Revenue	\$16,512,763

Equity ¹	
Equity (Social Disadvantage)	\$425,403
Equity (Catch Up)	\$89,249
Equity Total	\$514,652

Expenditure	
Student Resource Package ²	\$13,636,261
Books & Publications	\$32,407
Communication Costs	\$35,993
Consumables	\$282,271
Miscellaneous Expense ³	\$986,958
Professional Development	\$40,349
Property and Equipment Services	\$993,376
Salaries & Allowances ⁴	\$360,762
Trading & Fundraising	\$24,388
Travel & Subsistence	\$13,422
Utilities	\$113,013
Total Operating Expenditure	\$16,519,200
Net Operating Surplus/-Deficit	(\$6,438)
Asset Acquisitions	\$211,288

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$3,092,587
Official Account	\$137,873
Other Accounts	\$102,956
Total Funds Available	\$3,333,415

Financial Commitments	
Operating Reserve	\$411,169
Funds Received in Advance	\$275,000
Funds for Committees/Shared Arrangements	\$390,000
Repayable to the Department	\$1,184,971
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$455,000
Total Financial Commitments	\$2,796,140

- (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)

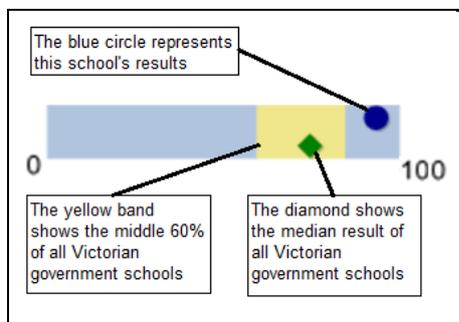
Engagement

- 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).

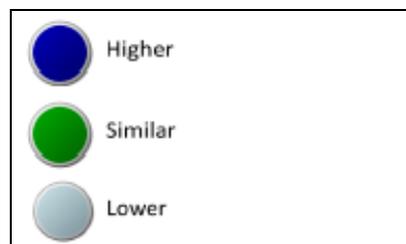


What does *School Comparison* refer to?

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').