

2019 Annual Report to The School Community



School Name: Nossal High School (8865)



- 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 28 April 2020 at 03:50 PM by Roger Page (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 26 May 2020 at 09:15 AM by John Inns (School Council President)

About Our School

School context

Nossal High School was established in 2010 as the first co-educational fully academically selective Government school in Victoria. Along with the only other three academically selective schools in Victoria (Melbourne High School, The Mac. Robertson Girls High School and Suzanne Cory High School) it forms the Victorian Select Entry Network of schools. Located in the urban growth corridor on the grounds of Federation University Berwick campus, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas and offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through VCAA and an independent testing company "Edutest." Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year, and can preference up to three of the schools. Enrolments are capped at 208 per year level for a school total of 832. Retention rates are very high with very few students leaving the school prior to year 12 completion and nearly all students exit to University. The 208 students offered places for Year 9 annually come from between 60 and 98 different schools; generally around 50% from the non-government sector and a roughly 50:50 gender mix.

There is no provision for gender based selection. Recent enrolment figures show slightly increased male enrolments and decreased enrolments from the non-government sector, although whether this is a trend is yet to be determined. In the 10 years that the school has been operating there has been a shift in enrolment demographics with greater numbers of local students enrolling and a steady increase in the total number of applicants, Nossal first preferences, and an associated increase in entry scores. Some students travel long distances to attend (ie. from Craigieburn, Deer Park, Mernda, Traralgon etc.) and some families will move to the area once their child has secured a place at Nossal. A 5% cap on enrolments from any one "feeder" school is applied across the 4 selective schools to limit the impact on individual schools; a 10% equity quota is applied and testing fees are waived to encourage students from low SES families and ATSI to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam, and they are invited to submit an additional written application and attend an interview prior to selection. This is outside the 5% enrolment cap. There can be significant discomfort and dissatisfaction from other schools about the selective entry process as they can lose their highest performing students and are concerned about the impact this has on their results in the short and longer terms and the impact on their programs - particularly "SEAL" and similar high achievers programs. Some non-government schools respond quite aggressively to selective school place offers with counter offers of scholarships, demands to repay existing scholarships and in some cases threats of exclusion for siblings.

Nossal has a capped enrolment of 832 students and in 2019 a staffing profile of 54.9 FTE teaching staff and 17.4 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.

On most comparative performance measures Nossal achieves excellent results, and "traditional" improvement measures are more nuanced and incremental, requiring contextual understanding and challenging and longer term approaches to achieve cultural rather than transformative change.

The school leadership team has always sought to challenge the school community and has set broad big picture goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school supports a number of innovative approaches and is at the forefront in the development and delivery of online curriculum.

Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results. All aspire to university entry and many have undertaken and continue to engage in tutoring programs outside the school. Many take on huge workloads, set very demanding expectations for themselves, and their academic focus results in a VCE curriculum that is narrower than mainstream schools.

Nossal students (and alumni) are very strongly connected to the school, very positive about their education and their relationship with their teachers and have significant and authentic voice and many leadership opportunities. The school culture is positive, supportive and generally very happy, with a comprehensive co-curricula program, and many whole school, House and team building events and activities.

The school achieves excellent academic results, particularly at VCE level, but is very conscious of the need to prepare students for successful transition into tertiary studies and the focus of our curriculum and pedagogy is much broader than just academic achievement and high scores. Feedback from the alumni and their performance in the tertiary sector indicates that this is an area where the school has been highly successful.

In 2019 the school celebrated the 10 Year Anniversary of its establishment with a number of celebratory events

involving past, students, staff, parents and the wider community. It was a joyous and affirming celebration of what has been achieved in a mere 10 years.

School Vision Statement....

Nossal High School is committed to being an innovative, inclusive and dynamic educational environment. We challenge ourselves to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever-changing world. We build skills, self-confidence, leadership abilities and community spirit through a rigorous, rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.

School Values....

Nossal is a school that.....

- Leads and develops leadership
- Creates and cultivates creativity
- Is respectful and fosters respectful citizenship
- Inspires and seeks inspiration
- Is ethical and develops ethical behaviours
- Pursues excellence and celebrates individual progress
- Develops resilience and independence and nurtures wellbeing
- Encourages a strong work ethic with an emphasis on personal growth

The school completed a new Strategic Plan following an "influencing" Review during Term 1 2019. Feedback from the external reviewer and challenge partners was very affirming of the school's progress and performance, and the School Improvement Team has identified and documented appropriately challenging new targets and goals to be addressed during the life of the new Strategic Plan.

Framework for Improving Student Outcomes (FISO)

NOTE: Goal 1 was not a Priority Area for 2019

Goal 2

To improve student engagement in learning

FISO Dimensions

Empowering Students and Building School Pride

Intellectual Engagement and Self Awareness

12 Month Target 1.1

By the end of 2019 increase percentage positive endorsement of the following components of the School Staff Survey

Teaching and Learning – Planning module:

- Plan differentiated learning activities from 57.4% to 60% 67% Achieved

Teaching and Learning – Implementation module:

- Promote student ownership of learning goals from 74.5% to 77% 75% Achieved

School climate module

- Teacher collaboration from 52.2% to 57% 62% Achieved

12 Month Target 1.2

By the end of 2019 increase the percentage positive endorsement of the following factors of the Student Attitudes to School Survey (ATOSS) domains:

Social engagement

- Student voice & agency from 61% to 64% 61% Achieved

Effective teaching practice for cognitive engagement

– Differentiated learning challenge from 67% to 69% 66% Achieved

Learner characteristics and disposition

- Self-regulation and goal setting from 57.4% to 62% 72% Achieved

Goal 3

To improve student and staff wellbeing across the school

12 Month Target 2.1

By the end of 2019 increase percentage positive endorsement of the following components of the School Staff Survey (SSS):

School climate module:

- Staff trust in colleagues from 69.1% to 71% 74% Achieved

School staff safety and wellbeing module

- overall from 55.6% to 62% 61% Achieved

12 Month Target 2.2

By the end of 2019 increase the percentage positive endorsement of the following factors of the Student Attitudes to School Survey (ATOSS) domain:

Learner characteristics and disposition

- Resilience from 67% to 70% 68% Achieved

12 Month Target 2.3

By the end of 2019 increase percentage positive endorsement of the following factor of the Parent Opinion Survey (POS) in the Parent Community Engagement domain:

Teacher communication from 73% to 75% 71% Achieved

The school is pleased with the outcomes which are showing improvement in most areas with no significant areas of concern. While the targeted increases that have been selected showed relatively small incremental change - most are already at quite high levels when compared to State and Like School results and we would not expect to see dramatic changes one way or the other. Over the period of the Strategic Plan we would be expecting to see an improvement trend. Some of the results - especially those relating to opinion surveys are likely to show small annual cohort variations.

Achievement

Specific Achievement Goals set within the Strategic Plan (not prioritised for the shortened review period in 2019)

By 2022 improve VCE All Study median score from 35 to 36.5 34.7 Achieved in 2019

By 2022 increase the percentage of VCE 40+ scores from 26% to 28% 21.7% Achieved in 2019

By 2022 reduce the number of students below 28 study score (TBD) in English, Maths Methods, Chemistry - initial

results to be collated during 2020

By 2022 increase percentage endorsement of the following components of the School Staff Survey:

Teaching and Learning – Practice Improvement module

Seek feedback to improve practice – from 36.2% to 60% 44% Achieved in 2019

Professional learning through peer observation – from 17% to 50% 23% achieved in 2019

School leadership module

Instructional leadership – from 45.3% to 60% 62% Achieved in 2019

Visibility – from 33.3% to 60% 36% Achieved in 2019

VCE Outcomes for the graduating class of 2019

52% achieved an ATAR over 90

Median ATAR was 90.3

9 students achieved over 99

The mean study score was 35 and 21.7% of study scores were over 40

9 students achieved perfect study scores of 50 (5 of them in Year 11)

The Dux (Ruby Bai) achieved a perfect ATAR 99.95 (one of only 37 students in the state – and only 7 girls)

Although not an area that was prioritised in the 2019 AIP improved student achievement (across a broad range of measures) always underpins our planning and evaluation annually. The school is achieving outstanding VCE and NAPLAN results and there have been some better than expected improvements in some of the selected Opinion Survey targets. Preparation for Peer Observation took place during 2019 for implementation in 2020 and beyond as per the Strategic Plan.

The Performance Summary Report details the school performance comparative to the State where appropriate.

Engagement

Some work has been done around revisiting and reinforcing Formative assessment processes and the student feedback loop (now embedded in all teacher PDPs) Limited explicit work was completed on Growth mindsets, although the reporting system with embedded student reflections is now well established. Students are taken through a formalised training program as part of Whole School Nossal time - to reinforce reflection and growth mindset ethos. Capabilities have been explicitly addressed via 9Time with input from cross Domain teams. The Program is documented.

A new Careers program was developed for Year 9 and extending to Years 10/11 in 2020 - with a new leadership structure (LT role) and additional training and PD for Careers Advisor.

Medallion program has been partially reviewed (process) but links to student leadership structures (ie SRC, NSU) have not been clearly defined - Medallion program well embedded in school culture and accreditation occurs. Reporting format revised to reflect medallion structure - student self reporting on co-curricula involvement. Student involvement in this has been highly successful with a much greater than anticipated participation rate and consequently many more medallions awarded than was initially envisaged.

Differentiation has been the focus of teacher in-school PD as part of the Wednesday afternoon CoP group established during the TNT program; approximately one quarter of the teaching staff selected this as their key target area in 2019 (Staff survey results - "Plan Differentiated Learning Activities" is up from 57.4% to 66.7%) House leaders are collecting data re under-performing students, although most identified as such are as a result of mental health, medical or family issues, rather than a lack of differentiation. VCE data will be analysed in more depth during 2020..

SATSS data reveals that senior students believe they have increased student voice but overall percentages have not changed and is comparatively significantly lower at Yr 9 possibly due to limited subject selection choices. The Junior English program provides for significant student voice and control - although this is not necessarily recognised by the students in the survey. (nor for differentiation) Year 9 students will be surveyed again late in 2019 to validate the SATSS data. Teacher awareness of voice and agency has been highlighted via Amplify documentation, and a new

position of responsibility was created in 2019 to develop this further but this structure has not been effective, and personnel changes and leadership role changes will be made for 2020.

TNT program run by the Learning Specialists has been highly effective in preparing staff for a formalised peer observation program in 2020. Approximately two thirds of the teaching staff have undertaken some form of peer observation this year as a result and cross domain PLC teams have been deeply exploring and sharing their practice under identified school priority areas. (using HITs guidelines) Many have included it in their 2019 PDP. 84% of staff believe that peer observation will be a useful addition to their professional learning program and express confidence in doing so.

Student attendance figures remain well above state averages - Mean Absences per student State - 20.31 days Nossal - 11.45 days. Student absences are monitored daily via Tutorial Teachers and a dedicated ES Attendance Officer and unexplained absences are followed up immediately. Heads of House and the Wellbeing Team actively monitor individual attendance patterns to identify any potential students of concern.

Targets

Teaching and Learning – Planning module:- Plan differentiated learning activities from 57.4% to 60%66.7% achieved

Teaching and Learning – Implementation module:- Promote student ownership of learning goals from 74.5% to 77%.....75% achieved

School climate module - Teacher collaboration from 52.2% to 57%.....61.6% achieved

Social engagement - Student voice & agency from 61% to 64%.....61% achieved (but - Yr 12 64% positive and trending upward - Yr 9 - 49% positive) - further surveying of Yr 9 will take place to see whether this has changed from the early part of the year when the survey was administered.

Effective teaching practice for cognitive engagement – Differentiated learning challenge from 67% to 69%.....66% achieved, but note that this figured is skewed by low % positive responses from Year 9. A subsequent check of this data later in the year showed an increase in response to some questions in this section of more than 15%, which suggests that the average stated here is low.

Learner characteristics and disposition - Self-regulation and goal setting from 57.4% to 62%.....72% achieved

Most targets have been exceeded by a significant margin..

Wellbeing

All actions and outcomes have been achieved, and most of the targets exceeded, some by a significant margin. Wellbeing work has been focussed and much more explicit (esp. staff wellbeing) and the restructure of the Wellbeing roles has been broadly effective with a much more collaborative and confident team emerging. The Heads of House and Director of VCE and Pathways undertook the Bastow "open to Learning " Program, and have implemented some effective whole school wellbeing focus days. In addition, all staff in 2019 incorporated a wellbeing goal into their PDPs.

While 12 month targets were not met across all areas specified - they are generally significantly above state and regional figures and show no alarming trends. Anecdotal evidence would suggest that the wellbeing team and the staff and student programs being deployed and refined are working more effectively and are having a positive impact, however making wellbeing issues and programs explicit also triggers greater concern, interest and help seeking behaviours which may appear in the data as a negative when it is an indication of positive impact. There appears to be a greater acceptance by staff that some students require additional care and attention as a result of their mental or physical health and individual wellbeing needs. (although this is not always the case with some of the parent community and the wellbeing team will be seeking ways to more explicitly address this issue within the broader school community) Increasing numbers of students and staff are aware of, accept and seek special provision support when undertaking final VCE assessments. In relation to staff wellbeing, it is worth noting the increase in anecdotal evidence about the positive impact of staff modelling of self-care on students.

After a long delay the school was granted Lead school status for Respectful Relationships and will undertake the training in 2020. Preliminary preparatory work has been done, with the staff completing the benchmarking survey. Pleasingly 95% of staff indicate that they are positively disposed to the implementation of Respectful Relationships.

Targets

School climate module: - Staff trust in colleagues from 69.1% to 71%.....74.3% achieved

School staff safety and wellbeing module - overall from 55.6% to 62%.....61.1% achieved

Learner characteristics and disposition - Resilience from 67% to 70%.....81.6% achieved

Teacher communication from 73% to 75%....85.3% achieved

Financial performance and position

The budget is showing a surplus for 2019, although additional funds were carried through from 2018 and our staffing levels have increased slightly to accommodate DET and curriculum delivery priorities and a staffing deficit is likely in 2020. The Principal and Business Manager are working with DET to determine the best way to manage this without reducing staffing levels or compromising educational programs and Strategic Plan priorities. The staffing limitations caused by the inadequacy of the SRP are a continuing challenge. The school continues to limit external advertising of some leadership positions due to concerns about potential staffing imbalance caused by the need to appoint staff able to competently teach specific subject areas at VCE level. We have been attempting to accumulate locally raised funds to undertake some longer term larger scale building and grounds development works, some of which have been implemented, and others planned for implementation in 2020. The relatively small Equity funding the school attracts is fully expended on the employment of an additional student well-being counselor and in providing additional time release for House Leaders. The school also holds significant funds paid in advance for the Nossal Alumni membership and is seeking clarification about the status of such arrangements under the new regulations around school bank accounts, but has been unable to gain clear advice. The school community, particularly School Council and the Parents and Friends Association, have been working hard to raise additional funds to enhance school programs and support students in need and the parent community are generally very supportive and many are willing to make voluntary contributions to the Building and Library Funds.




For more detailed information regarding our school please visit our website at
<https://www.nossalhs.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 832 students were enrolled at this school in 2019, 405 female and 427 male.

58 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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




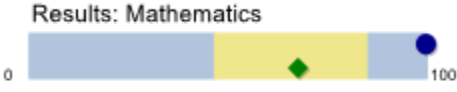
School Staff Survey

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

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



Performance Summary

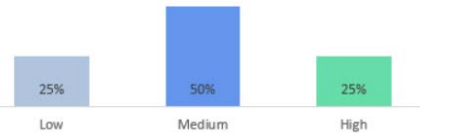
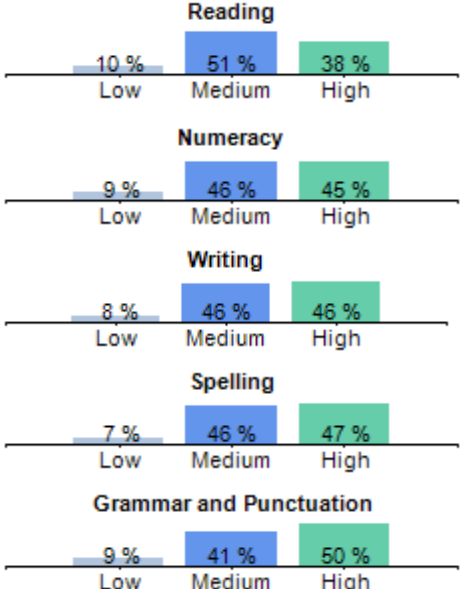



Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆</p> <p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p>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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>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: N/A VET units of competence satisfactorily completed in 2019: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A</p>		

Performance Summary

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

Engagement	Student Outcomes	Similar 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>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p>Average 2019 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>NA</td> <td>NA</td> <td>96 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	96 %	95 %	93 %	92 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	96 %	95 %	93 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar 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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>	

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,735,480	High Yield Investment Account	\$795,673
Government Provided DET Grants	\$698,449	Official Account	\$207,123
Government Grants Commonwealth	\$7,148	Other Accounts	\$668,214
Government Grants State	\$24,262	Total Funds Available	\$1,671,010
Revenue Other	\$153,308		
Locally Raised Funds	\$2,176,776		
Total Operating Revenue	\$10,795,424		
Equity¹			
Equity (Social Disadvantage)	\$28,587		
Equity (Catch Up)	\$438		
Equity Total	\$29,025		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,585,765	Operating Reserve	\$422,629
Books & Publications	\$12,113	Other Recurrent Expenditure	\$5,924
Communication Costs	\$74,360	Funds Received in Advance	\$603,622
Consumables	\$332,491	School Based Programs	\$559,429
Miscellaneous Expense ³	\$728,446	Funds for Committees/Shared Arrangements	\$235,191
Professional Development	\$69,805	Maintenance - Buildings/Grounds < 12 months	\$118,000
Property and Equipment Services	\$622,494	Total Financial Commitments	\$1,944,794
Salaries & Allowances ⁴	\$299,802		
Trading & Fundraising	\$505,451		
Travel & Subsistence	\$6,902		
Utilities	\$163,225		
Total Operating Expenditure	\$10,400,855		
Net Operating Surplus/-Deficit	\$394,569		
Asset Acquisitions	\$97,540		

- (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 27 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)

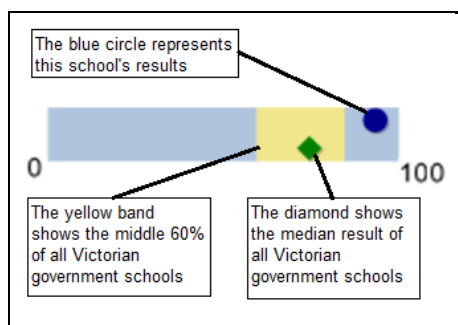
Engagement

- 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').