

2018 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 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 26 March 2019 at 04:35 PM by Roger Page
(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 28 March 2019 at 03:23 PM by John Inns (School
Council President)

About Our School

School context

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.

Nossal High 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 Nossal High School logo consists of:

Two books (representing academic study), forming a butterfly (emerging from a chrysalis), taking flight (signifying the future) and showing a link to the past. (the school is built on the old Casey Airfield).

The Nossal High School Motto - "Embrace the Challenge"

This was the original statement presented to the foundation cohort on their introduction to their new school. It is a phrase that instils the hope and high expectations we have for Nossal students to grow in intellectual, social, physical and leadership pursuits. They have been thrown the challenge to succeed in a global world and we want them to embrace it.

- To embrace: to hold closely, to accept with eagerness.
- To challenge: a call to demonstrate one's strength or ability. (Oxford, 2010)

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, 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. There were 54 teaching staff, 17 ES staff, and a number of instrumental music instructors employed at the school in 2018. 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 increased male enrolments and decreased enrolments from the non-government sector, although whether this is a trend is yet to be determined. In the 9 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. 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% cap. There is 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.

On most comparative performance measures Nossal achieves very good 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 undertook a self Evaluation in 2018/2019 and will develop a new Strategic Plan early in 2019 following an "Influencing" review process.

Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results and all aspire to university entry.

Framework for Improving Student Outcomes (FISO)

FISO Dimension - Building Practice Excellence.

Goal 1:

To ensure that students are engaged in differentiated learning experiences that develop their learning repertoire with opportunities to share their understandings using a variety of assessment strategies.

Student performance levels on all measures are comparatively high as would be expected and the majority of students perform at or above expected levels; however, some are "underperforming" and a more comprehensive identification and intervention process with the wellbeing team has been implemented, although there is little hard data to demonstrate any impact at this stage. Similarly, the wellbeing team and student counsellors report increased referrals esp. in relation to mental health issues – but this may be a feature of growing trust in the support services, and an increased awareness of the support available rather than more "issues". We are viewing this as a positive indicator and will continue to collect and benchmark referral and response data.

The notion of underperformance for many of our students is related to aspiration and desired outcome, rather than any deficiency in ability or application/effort/performance.

Literacy levels among some students show as an area of comparative weakness – esp. for EAL students and the school has been exploring a variety of interventions and/or whole school programs to directly address this. The Select Entry Network in conjunction with Edutest are also exploring selection processes and collecting data now across the 4 schools to determine the effectiveness of the selection process, and the impact of the weightings and the testing categories on long term performance, or as a predictor of VCE performance.

The school has addressed elements of this internally by implementing a broader and stronger English Language program at VCE and through the proposed comprehensive restructure of the junior English program.

A restructure of key staff leadership roles to best support the new strategic plan will be a key part of the 2018 review.

FISO Dimension - Setting Expectations and Promoting Inclusion.

Goal Two:

- To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community.
- To develop a culture of Growth Mindsets (Dweck) across the school community
- To ensure students are confident, resilient and willing to contribute to the wellbeing of themselves and

others.

- Reduce (or make more manageable) the workload, stress and time demands on staff and students.

Learning Specialists have met regularly to develop programs for year 10 Study Periods, and staff professional learning sessions on Critical and Creative Thinking, Personal and Social Capabilities. They have led staff to develop and review SEL sessions for WSNT for delivery across the school.

Data from School Staff Survey 2018:

Interest in improving practice - 76.6% (87.2% 2017)

Believe evaluating impact improves practice - 76.6% (85.1% 2017)

Support growth and learning of the whole student - 78.7% (91.5% 2017)

Discuss problems of practice - 63.8% (72.3% 2017)

Collective participation - 65.1% (66.7% 2017)

Student Survey 2018

School Connectedness - 79%

76% Female, 82% Male

Year 11 students have significant differences along gender lines (girls feel less connected to the school - 69% compared to 89%) in 2017 Yr 11 F = 96.1%; Yr 11 M = 97.2%

Year 10 and 11 students have significant differences along gender lines (girls feel that they have less voice and agency at school)

Year 10 girls 59% (2017 - 90.9%) boys 70% (2017 - 97.5%), Year 11 girls 57% (2017 - 93.3%), boys 70% (2017 - 93.2%)

We have seen increased ownership by staff of the WSNT program through increased participation in the development of curriculum and facilitation

More students are seeking support from the Student Wellbeing Counsellors and community resources as a result of school initiatives such as SEL programs and involvement of The Resilience Project

WSNT Curriculum has been documented and stored centrally for all staff to be able to access

Peer teaching to be further refined and developed as a norm within the school

Using Equity funds, the school has continued to fund the additional Student Counsellor which has been a contributing factor to the improved wellbeing data of the school community

Staff Wellbeing Leaders have conducted professional learning programs and wellbeing activities at staff meetings - this will continue to be a school priority and is embedded in the PL program.

Increased/improved staff awareness of their personal wellbeing and the impact this has on their work and the students in their care

Data indicates a slight decrease in Student Resilience (2017 to 2018 Student Attitudes to School Survey)

however increased foci on the topic is believed to be a contributing factor in this and therefore it is anticipated an improvement will be recorded in 2019

Anecdotal evidence suggests students are more willing and confident to share their wellbeing concerns about themselves and peers to members of staff, particularly members of the wellbeing team, and student counsellors report a noticeable increase in help seeking behaviours across the school. Feedback from student focus groups highlights a general reluctance to do anything (ie. ask questions publicly) that may indicate a lack of understanding and expose themselves to being seen as less intelligent than their peers. This becomes evident during digital delivery days when students who may contribute little in a classroom setting will become much more active in an online environment. The wellbeing team work with the Resilience Project and work to address the impact of "Imposter Syndrome" which we believe to be quite significant for many of our students (and staff) will become a focus during 2019.

Goal 3:

To ensure the allocation of resources is aimed at optimising student learning.

Substantive AP appointed for 2019 following Acting AP placement from another school for 2018. Subsequent consequential substantive LT vacancy filled in November 2018.

Decision made to not automatically roll over LT positions and to open those where tenures were ending to a merit based selection process - although due to staffing (SRP) constraints only one of the two was advertised

externally, and one position was not reinstated. (role redistributed)

Due to the increased importance of the roles and the significant wellbeing focus for the school, the roles of House Leaders were reviewed and increased responsibility, authority, and remuneration have been incorporated into the roles for 2019. Similarly - changes to the LT Wellbeing and VCE Director Roles were made to improve continuity and clarify line management roles and responsibilities.

Other changes of significance were to the Director of Year 9 role - adding Year 10 and an SRP role to strengthen and improve programs and target support for the year 10 cohort; and some additional SRP positions designed to support school and FISO priorities. (including Student Voice and Agency and Literacy Across the Curriculum)

The South East Feast Fundraiser event was implemented - very well run and received - and highly successful in terms of quality, organisation, and execution.

Excellent partnership with Berwick Rotary and strong support from them and the school community.

Ran at a significant loss and cost a huge amount of time and effort by key Nossal and Rotary members.

Feedback positive - but not viable in this form financially - let alone as a significant fundraiser for the school and Rotary club.

Reviewed options in conjunction with Rotary and School Council but is not considered to be viable - potential for another financial loss so reluctant decision of Rotary and Council to not proceed with the concept.

School Council to (re) establish a fundraising subcommittee to look at the big picture options and possibilities - to be established late in 2018 for 2019.

Achievement

On most "traditional" success measures (VCE results, NAPLAN, Opinion Surveys, Attendance and Retention Data, Edutest) Nossal performs very well, and it should do so as an academically selective school. One of the challenges we face as a result of the selection process and the aspirations and motivations of those who seek enrolment is that the curriculum and pedagogy could be driven by ATAR results and there is an associated narrowing of the VCE and elective subjects sought by students who gravitate or are directed towards traditional academic pathways and select subjects based on maximising results, rather than passion or interest. The school has worked very hard to ensure there is a breadth of curriculum on offer, and to expose the school community to broader definitions of success and more diverse pathways and opportunities. Teaching staff have been challenged to step outside their comfort zones, work in open plan, team teaching spaces, and adopt new technologies and pedagogy. A targeted cultural change has shifted the emphasis from achievement to progress evidenced by the increased use of formative and descriptive assessment, differentiation, and a dramatically revised reporting structure that emphasizes progress rather than results and highlights multiple characteristics of effective learning. Rather than being "Foundation VCE studies" - the year 9 and 10 programs now offer a greater breadth and diversity of approach and experience, are more responsive to individual student needs and interests and allow greater student voice and agency. Over the life of the current Strategic plan the school has been developing an embedded instructional framework which builds collective efficacy while remaining dynamic and malleable. The incorporation of the Personal and Social capabilities into a cross Domain pastorally based school wide program has blurred the distinction between subject areas and enabled reinforcement and integration of wellbeing, study, and support programs.

Engagement

From inception the school has made the creation of what we term "an adult learning environment" a key component in the structures, processes and ethos of the school. It manifests physically in the building design and utilisation (open shared spaces; free access to facilities and equipment, student and staff access and ownership) - operationally (no bells; student study periods; Digital Delivery Days; student leadership and voice programs - SRC, NSU, School Council, Staff selection panels; few rules and restrictions; Vertical tutorial system; House and Wellbeing system) - and culturally (5 Minds Framework, Peer Support and induction programs, student voice in promotion and representation of the school, restorative practices, alumni links)

The success and power of this is evidenced through the consistently very high ratings in Attitudes to School Surveys - in particular the student opinion surveys - and in comparison with the other selective schools; consistent positive feedback from the alumni re their experiences at Nossal and the positive impact that has had

on their transition to university life and study; the positive staff/student relationships; and the exceptional levels of involvement and buy in to House events and programs and the student leadership and co-curricular programs. (ie. the Sir Gustav Nossal Medallion; the NSU; District Sports Awards) Moving this high level of student agency, engagement and involvement into the structured mainstream classroom curriculum is being directly addressed and emerging within the now well established Year 9 induction program; the implementation of STEM in the Science Domain; the student directed Year 9/10 English program; and the differentiated learning options within the Maths program.

Wellbeing

The characteristics of students who enrol at Nossal can lead to high levels of stress and anxiety, particularly at peak assessment times and when performance does not match aspiration and expectation. Staff too experience the same high levels of pressure to perform and the school has employed diverse approaches, programs and structures to mitigate the negative impact this may have and to facilitate greater resilience and improved mental and physical health. School connectedness as identified in student surveys is an exceptionally powerful and positive protective measure which sits at the 99.7 percentile and is echoed in alumni comments and continued involvement in the school, and the parent feedback from surveys and focus groups. The school is generally a very supportive, calm and happy environment where staff and students enjoy very positive and harmonious relationships. However, mental health issues, overwork, imposter syndrome, and an expressed lack of learning confidence (particularly among female students) are evident and ongoing concerns. A greatly strengthened wellbeing team offers postvention, intervention and pro active support directly to individuals and families and student help seeking behaviours have shown a pleasing increase in the past 2 years. The role of House Leaders has been broadened and more appropriately resourced and wellbeing programs and strategies are explicitly taught as part of the "Nossal Time" program, and embedded in the co-curricular and student leadership structure of the school. Staff too have undertaken targeted professional learning around their own wellbeing and work practices, and to help them to better support and assist their students. This area underpins and influences all the highlighted areas above, and will be a continuing priority for the school.

Financial performance and position

The budget is showing a surplus for 2018, although additional funds were carried through from 2017 and our staffing levels have been kept tight to reduce the potential to move into deficit. The school limited 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. The South East Feast, planned as a major long term fundraiser to address the inadequacies of the SRP, was highly successful in terms of execution, organisation and quality, but failed to successfully generate the required profit to make it a viable proposition and School Council and our Rotary Club partners are now exploring other options for the future. The parent community and the PFA in particular are supportive of the school's fundraising efforts and many will contribute to voluntary donations. We have been attempting to accumulate locally raised funds to undertake some longer term larger scale building or grounds development works. The relatively small Equity funding the school attracts is fully expended on the employment of an additional student well-being counsellor and in providing additional time release for House Leaders. The school also holds funds paid in advance for the Nossal Alumni membership and is concerned about the negative impact and the loss of funds due to the decision to remove the capacity of schools to seek the best possible interest rates for their investment accounts, and will be several thousand dollars per year worse off under the new arrangements. This will place additional demand on parents to raise more funds locally and will further curtail programs and site development at the school.




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 831 students were enrolled at this school in 2018, 410 female and 421 male.

57 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


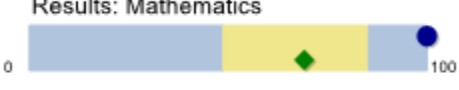
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






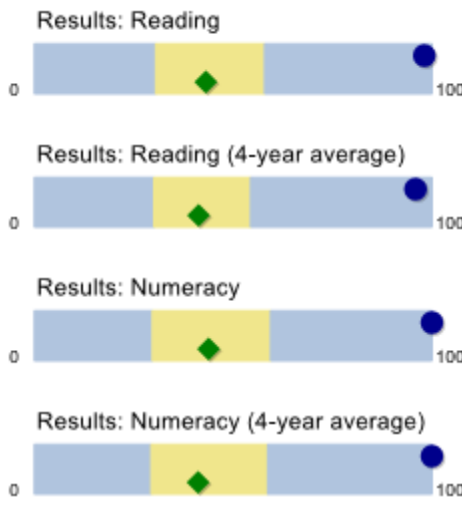
Performance Summary

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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p> |

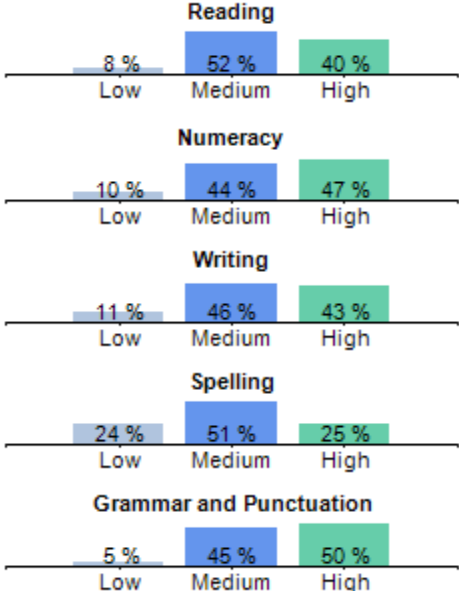
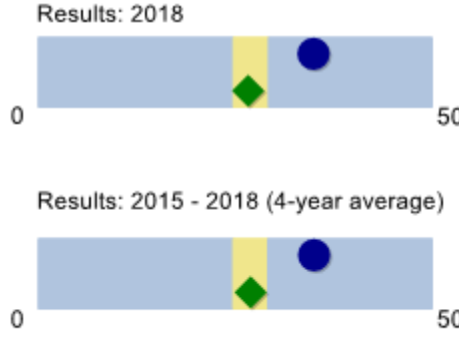
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 Results for this school:  Median of all Victorian Government Secondary Schools: 

| 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>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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p> |


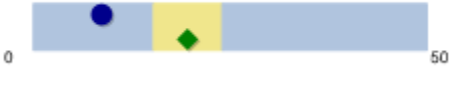

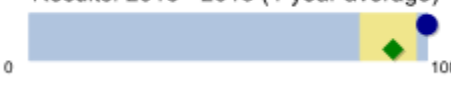
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| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------|--------|------|---------|----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|----|-----|-----|---|
| <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>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>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> |  <table border="1"> <caption>NAPLAN Learning Gain Year 7-9 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>52%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>44%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>46%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>5%</td> <td>45%</td> <td>50%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 8% | 52% | 40% | Numeracy | 10% | 44% | 47% | Writing | 11% | 46% | 43% | Spelling | 24% | 51% | 25% | Grammar and Punctuation | 5% | 45% | 50% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 8% | 52% | 40% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 10% | 44% | 47% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 11% | 46% | 43% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 24% | 51% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 5% | 45% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| <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: 2018</p> <p>Results: 2015 - 2018 (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 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2018: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 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:

| 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" data-bbox="547 936 1002 1032"> <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>94 %</td> <td>93 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | NA | NA | 96 % | 95 % | 94 % | 93 % | <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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| NA | NA | 96 % | 95 % | 94 % | 93 % | | | | | | | | | |
| <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: 2018</p>  <p>Results: 2015 - 2018 (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: 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>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, 2018 | | Financial Position as at 31 December, 2018 | |
|--|---------------------|--|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$7,570,072 | High Yield Investment Account | \$33,628 |
| Government Provided DET Grants | \$786,516 | Official Account | \$632,518 |
| Government Grants State | \$28,168 | Other Accounts | \$912,529 |
| Revenue Other | \$153,806 | Total Funds Available | \$1,578,676 |
| Locally Raised Funds | \$2,261,299 | | |
| Total Operating Revenue | \$10,799,860 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$29,322 | | |
| Equity (Catch Up) | \$425 | | |
| Equity Total | \$29,747 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$7,364,630 | Operating Reserve | \$471,720 |
| Books & Publications | \$9,246 | Other Recurrent Expenditure | \$2,687 |
| Communication Costs | \$62,397 | Funds Received in Advance | \$357,253 |
| Consumables | \$406,593 | School Based Programs | \$594,634 |
| Miscellaneous Expense ³ | \$812,322 | Funds for Committees/Shared Arrangements | \$31,753 |
| Professional Development | \$74,195 | Asset/Equipment Replacement < 12 months | \$5,000 |
| Property and Equipment Services | \$598,182 | Capital - Buildings/Grounds < 12 months | \$120,000 |
| Salaries & Allowances ⁴ | \$414,249 | Total Financial Commitments | \$1,583,046 |
| Trading & Fundraising | \$493,239 | | |
| Travel & Subsistence | \$3,286 | | |
| Utilities | \$147,762 | | |
| Adjustments | (\$40) | | |
| Total Operating Expenditure | \$10,386,061 | | |
| Net Operating Surplus/-Deficit | \$413,799 | | |
| Asset Acquisitions | \$74,020 | | |

(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)

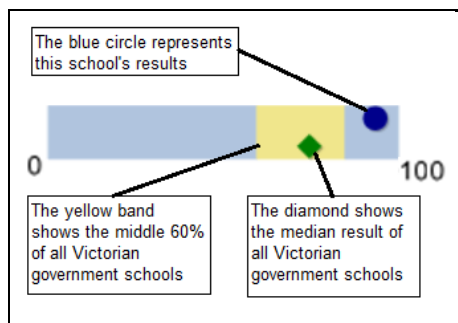
Engagement

- 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).

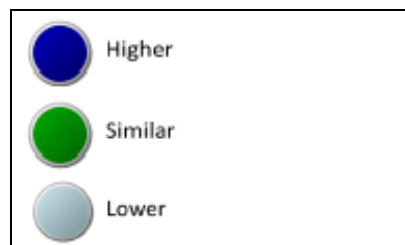


What does *School Comparison* refer to?

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').