

2018 Annual Report to The School Community



School Name: Manor Lakes P-12 College (8848)



- 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 28 March 2019 at 08:23 AM by Janet Matthews
(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 29 March 2019 at 09:59 AM by Janette England
(School Council President)

About Our School

School context

Manor Lakes P-12 College is located at the urban fringe in the City of Wyndham and opened in 2009. It is built on a large site and is a combined Primary and Secondary provider which includes a Supported Learning Centre. Our college motto is 'Dream, Believe, Inspire'. We aim to provide a safe and collaborative community of respectful, confident learners who have a belief in their ability to learn and succeed. The college is committed to inclusive education, providing specific programs and opportunities for appropriate learning environments for all students with additional learning needs, complex and sometimes multiple disabilities.

Our college is committed to realising student wellbeing, engagement and achievement through four key values:

1. Aiming High
2. Showing Respect
3. Being Safe
4. Valuing our Community

The college has developed and continues to benefit from many strong partnerships with local and wider community agencies and organisations. We have strong partnership with the Smith Family, Wyndham Community Hub, Learning for Life, Wyndham City Council, Wyndham Community and Education Centre, Flexible Learning Intervention Pathway which provides students with an intervention pathway when they are disconnected from mainstream education, and higher education settings such as Victoria University – Early University Program.

Our \$10.9 million upgrade and modernisation is under construction and scheduled to be completed in the third quarter of 2019. The project will deliver a secondary centre with new classrooms and updated administration facilities, a new café and canteen including a student lounge, state-of-the-art facilities for trades learning, a full size gym with competition-grade netball courts, a health hub with spacious outdoor learning spaces and covered walkways between buildings.

Enrolments have grown, year on year, as expected in a developing housing area. A total of 1987 students were enrolled at this school in 2018, 967 female and 1020 male. There were 67 (3%) Aboriginal and Torres Strait Islander and 292 (14%) EAL (English as an Additional Language). The schools current Student Family Occupation (SFO) index is 0.5785 and its SFOE is 0.4876.

In 2018 the College comprised a Principal, 6.9 Assistant Principals, 8.5 Leading Teachers and 0.5 Learning Specialists with an overall staff breakdown of 121.0 Equivalent Full Time Teaching Staff and 43.2 Education Support staff.

Manor Lakes College has an active parent community who participate in and support a range of education programs. The Colour Run was a great success and will become an annual highlight.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is the unifying framework for improvement in Victorian schools. The FISO uses contemporary school improvement and school effectiveness research to help schools focus their efforts on key areas that are known to have the greatest impact on improved outcomes for all students. At Manor Lakes P-12 College the implementation of the FISO focused on Excellence in Teaching and Learning and Positive Climate for Learning with Building Practice Excellence, Evaluating Impact on Learning and Setting Expectations and Promoting Inclusion as targeted areas.

This is reflected in Key Improvement Strategies in Building Practice Excellence which focused on building the instructional practice of every teacher to reduce variability by embedding a consistent Instructional Model across

all Curriculum and Key Learning Areas and strengthening the whole College approach to Professional Learning Teams with team planning time focusing on evidence, analysis and impact using the Victorian Curriculum F-10 standards, assessment practices and cohort data.

Manor Lakes College P-6 staff work in their year level teams with 7-12 staff working in teams of up to six. We offer a number of exciting leadership opportunities and collective teaching and learning initiatives focused on building the skills of our staff and enhancing and enriching the learning experiences for our students. Examples of these initiatives include but are not limited to:

- Professional Learning Teams are facilitated by team facilitators and team leaders who assume the role in addition to their teaching responsibilities to provide staff with experience in leading group of staff
- In Secondary Professional Learning Teams are multi-disciplinary not curriculum area based
- Teams gather and analyse evidence, establish goals, share strategies and evaluate the impact of their interventions. This happens twice across the year in 6-monthly cycles. Each cycle culminates with a presentation – each group shares their journey and successes with others.

Professional Learning Teams will be further enhanced in 2019 through:

- Each Team focusing on one of the High Impact Teaching Strategies (HITS)
- Ongoing provision of opportunities for authentic professional learning within and beyond the classroom
- A one year-long cycle to allow the opportunity for staff to trial or refine a range of teaching and learning interventions and still be able to gather and respond to evidence and make adjustments to instructional strategies
- Culminate with an exhibition of achievements and growth

Consistent curriculum planning included the implementation of learning intentions and success criteria in Years F-10. Effective teaching and learning protocols in preparation for VCE were made transparent to staff and the school community in 2018 with academic culture and rigor continuing to increase. These expectations continue to be embedded in staff performance and development plans and the leadership and teaching actions of staff in this area.

Pre-conditions for high quality teaching and learning are beginning to be established across the school in 2016, 2017 and 2018. The focus in 2019 will be on consolidation and refinement with a focus on best practice and continued improvements in individual and collective efficacy where improvements in teaching and learning will be based on evidence based practice.

Achievement

At Manor Lakes College for 2018 our NAPLAN Reading results for Year 3 were lower than the state median, with students achieving Numeracy results close to similar schools. Year 5 Reading and Numeracy NAPLAN results show consistent achievement with results for 2018 similar to the state median. Year 7 NAPLAN Reading and Numeracy results show a reduction in improvement with the results for 2018 below the state median compared to 2017 however, our four year average results for Reading and Numeracy are consistent and close to similar schools. Year 9 NAPLAN Reading and Numeracy results show a reduction in improvement with student achievement matching our four year average.

Year 3 – Year 5 NAPLAN learning gain data, which measures students experiencing high, medium or low levels of growth in their learning over the previous two years compared to their 'peers' who are in the same year level and had exactly the same NAPLAN score two years earlier showed an increase in the percentage of students with high gain in Reading (22%), Numeracy (26%) and Writing (21%) for 2018 as compared to 2016 high gain achievement in Reading (17%), Numeracy (11%) and Writing (17%). In Spelling there was a consistent high gain in student achievement of 24% only two points down from 2016 and an increase in high gain achievement for Grammar and Punctuation at 18% up four points from 2016.

Teacher judgements provide a benchmark for student achievement against the age expected standards from the Victorian Curriculum. Teacher judgements of student achievement in Years Prep to 6 show comparable

outcomes to similar schools with results close to the state median. However, our English teacher judgments fell lower in 2018 than similar schools. Teacher judgement for students in Years 7-10 working at the age-expected level for Mathematics is close to the state median. Teacher judgement in English is below the state median but within the expected range. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

The Manor Lakes College scored VCE results remain consistent from 2017 and are close to the state-wide mean, with 93% of our students satisfactorily completing their VCE. In 2018, the median Study Score was 26.5. The VCE mean Study score for all VCE subjects was slightly below the state median but had improved from 2017. The Manor Lakes College Dux scored an ATAR of 89.9 with 21% of students received an ATAR of 60 or above. Three Year 11 students completing a VCE subject received a study score of 40 and above. The College Enrichment Program commenced at Year 7 in 2019 and is designed to cater for students who have above average abilities in English and Mathematics, and who demonstrate high levels of organisation, task commitment and dedication towards their learning.

Scholarships of considerable significance were offered to a number of our Year 12 students to study at The University of Melbourne, Monash and Latrobe University. Of the Year 12 students who submitted preferences for tertiary education through VTAC, 94% received offers with 10% receiving more than one offer. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), 58% achieved a satisfactory completion result and 74% of our students achieved a VET qualification.

In 2018 we had two VET students in Music and Dance selected for Top Class. Top Class presents concerts by outstanding VCE performing arts students. Selection decisions are made by a panel of members and auditions.

Engagement

Manor Lakes College continues to prioritise student attendance as daily school attendance has a direct impact on a student's educational achievement and development. In the primary year levels, student attendance continues to be similar to other schools with the average attendance rate for all year levels Prep to Year 6 at or above 90% for 2018. Our student absence data in the secondary year levels indicates that we have attendance rates similar to other schools with an average attendance in Year 7 – 12 at or well above 86%. The College implemented a Staged Response to non-attendance in 2018 focusing on prevention and early intervention by creating a positive school culture and intervening and providing targeted responses for individual students. The College has also adopted the Department of Education and Training's 'It's Not OK to be Away' state wide initiative for building a school and community approach to the issue of student non-attendance and delivers this advice to parents through the enrolment pack and school newsletter.

Students retention data continues to improve over the 4-year average with our ability to retain students from Year 7 to Year 10 higher than similar schools. Meaningful academic pathways are facilitated for all students of the College in VCE, VET and VCAL areas to increase engagement in learning and include: early commencement to foundation VCAL for Year 10 students, Alternative Education Setting in partnership with the Wyndham Community Education Centre, a Hands On Learning program to re-engage students in Years 7 – 10 (Open Air Café, Christmas Market Stall, Car Wash, Catering, Staff lunches) and Certificate 3 in Sports and Recreations in VET as an early commencement in partnership with Victoria University. We are pleased that the students who do leave us go on to further education or full time employment and our Years 10 – 12 Exit Destination results in this area are similar to other schools.

To complement and extend academic studies and development of additional skills in 2018 students were provided with a broad range of co-curricular programs and opportunities including: instrumental music, debating and public speaking teams, inter-school sports, athletics carnival and cross country, camps including trips to, Philip Island, Anglesea, Grampians and language classes in Japanese, Hindi and Indonesian.

We encourage and promote student attendance and participation at school and this is reflected in the 2018 Attitudes to School Survey where Year 4 – 6 level of motivation and interest amongst students was reported in

the second quartile (86%). Our Year 7 – 9 students show increased levels of advocacy at school which was reported in the third quartile (75%) and have high expectations for success reported in the fourth quartile (80%). Our Year 10-12 students high levels of positive attitudes towards attendance which was report in the fourth quartile (84%). Students have also identified that school wide changes to a positive behaviour focus have improved their connectedness to the College.

Individual course counselling and subject selection continued in 2018. The Manor Lakes College Careers website continues to provide career and post school options information in one place. Provision of individual careers and vocational counselling, provided by a suitably trained Careers Coordinator and Careers Action Planning (CAPs) Coordinator continued throughout 2018.

Wellbeing

Manor Lakes College is committed to all students feeling a strong sense of connectedness to the school. The 2018 Student Attitudes to School Survey indicates that 61% of students at Manor Lakes College feel connected to the school.

Manor Lakes College has documented student management policies, structures and processes. Students are referred to expert staff for identified behavioural and wellbeing issues that are linked to student achievement. Targeted Student Support Group meetings on attendance, achievement, wellbeing and engagement are undertaken to provide students and families with the necessary support for learning, successful transitions and pathways.

Creating a safe and orderly learning environment sets the pre-conditions for quality teaching and learning through positive and respectful relationships. The holistic development of each student with a focus on their emotional, physical and intellectual development, was an imperative focus of the school. In 2018 the College continued to implement School Wide Positive Behaviour Support with focused efforts on improving student engagement and wellbeing through a range of positive strategies and restorative practices. Manor Lakes College students are supported by the College welfare team which include Primary and Secondary Leading Teachers (Wellbeing and Student Management), Student Councillors and Assistant Principals. Additional supports are provided through close liaisons with other DET and community agencies. Individual Education Plans and regularly scheduled Student Support Group meetings enable identification of individual needs and development of agreed strategies and plans of action.

Financial performance and position

The annual result was a surplus due to carefully monitored budget expenditure and a high percentage of Classroom Teacher Range 1 staff. All school monies remain in the highest interest bearing investments possible to maximise interest. During the 2018 year we received Equity Funding and support for EAL students. An active parent group contributed to a range of fundraising and community based activities.




For more detailed information regarding our school please visit our website at
<https://www.manorlakesp12.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 1930 students were enrolled at this school in 2018, 924 female and 1006 male.

31 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey




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





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



(Primary Year Levels)




Performance Summary

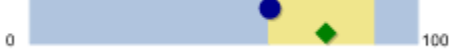








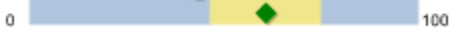
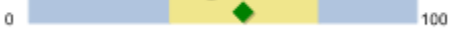





Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Lower</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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>

(Primary Year Levels)




Performance Summary





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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<div><p>Reading</p><p>30 % 49 % 22 %</p><p>Low Medium High</p></div> <div><p>Numeracy</p><p>32 % 42 % 26 %</p><p>Low Medium High</p></div> <div><p>Writing</p><p>35 % 44 % 21 %</p><p>Low Medium High</p></div> <div><p>Spelling</p><p>19 % 57 % 24 %</p><p>Low Medium High</p></div> <div><p>Grammar and Punctuation</p><p>28 % 54 % 18 %</p><p>Low Medium High</p></div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(Primary Year Levels)




Performance Summary









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

Engagement	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</p> <p>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>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>90 %</td><td>89 %</td><td>92 %</td><td>91 %</td><td>91 %</td><td>91 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	92 %	91 %	91 %	91 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(Primary Year Levels)




Performance Summary





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

Wellbeing	Student Outcomes	School Comparison
<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>

(Secondary Year Levels)




Performance Summary






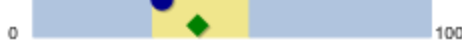

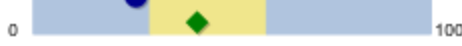




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<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>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<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> Lower</p> <p> Similar</p>

(Secondary Year Levels)




Performance Summary










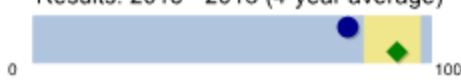


Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																														
<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</p> <table border="1"> <tr> <td>32 %</td> <td>50 %</td> <td>18 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>34 %</td> <td>43 %</td> <td>23 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>44 %</td> <td>48 %</td> <td>9 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>22 %</td> <td>45 %</td> <td>33 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>36 %</td> <td>46 %</td> <td>18 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	32 %	50 %	18 %	Low	Medium	High	34 %	43 %	23 %	Low	Medium	High	44 %	48 %	9 %	Low	Medium	High	22 %	45 %	33 %	Low	Medium	High	36 %	46 %	18 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Low	Medium	High																														
<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>● Similar</p> <p>● Similar</p>																														
<p>Students in 2018 who satisfactorily completed their VCE: 93%</p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 57%</p> <p>VET units of competence satisfactorily completed in 2018: 74%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 58%</p>																																

(Secondary Year Levels)




Performance Summary









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

Engagement	Student Outcomes	School Comparison												
<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><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>90 %</td><td>89 %</td><td>86 %</td><td>88 %</td><td>87 %</td><td>89 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	86 %	88 %	87 %	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> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	86 %	88 %	87 %	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> Higher</p> <p> Higher</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> Lower</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<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	\$18,693,354
Government Provided DET Grants	\$3,603,879
Government Grants Commonwealth	\$42,562
Government Grants State	\$14,377
Revenue Other	\$165,105
Locally Raised Funds	\$716,194
Total Operating Revenue	\$23,235,471

Equity ¹	
Equity (Social Disadvantage)	\$1,230,500
Equity (Catch Up)	\$156,182
Equity Total	\$1,386,681

Expenditure	
Student Resource Package ²	\$17,214,289
Books & Publications	\$52,942
Communication Costs	\$55,387
Consumables	\$382,002
Miscellaneous Expense ³	\$1,535,698
Professional Development	\$70,667
Property and Equipment Services	\$1,919,411
Salaries & Allowances ⁴	\$285,533
Trading & Fundraising	\$25,548
Travel & Subsistence	\$11,330
Utilities	\$166,676
Total Operating Expenditure	\$21,719,483
Net Operating Surplus/-Deficit	\$1,515,989
Asset Acquisitions	\$79,135

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,263,341
Official Account	\$54,169
Total Funds Available	\$1,317,510

Financial Commitments	
Operating Reserve	\$553,884
Funds Received in Advance	\$167,641
School Based Programs	\$6,650
Asset/Equipment Replacement < 12 months	\$127,446
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$290,000
Total Financial Commitments	\$1,245,621

- (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)

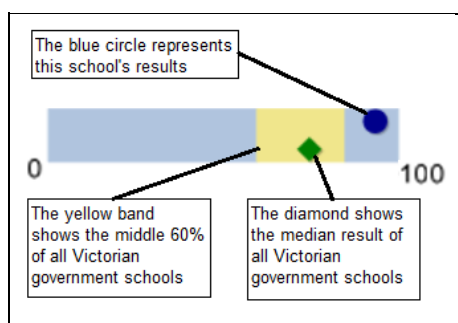
Engagement

- 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).

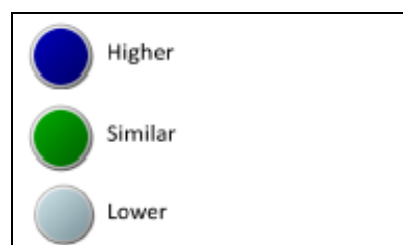


What does *School Comparison* refer to?

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').