

# 2019 Annual Report to The School Community



School Name: Templestowe College (8823)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 29 April 2020 at 11:43 AM by Peter Ellis (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 21 August 2020 at 10:21 AM by Claire O'Sullivan (School Council President)

## About Our School

### School context

In 2019 Templestowe College, or TC as it is known, undertook the second year of its strategic plan for the period 2018-2021. The new school vision of “to co-create high quality learning experiences within an inclusive and supportive community” was implemented for the first time, alongside three new FISO Goals. This was the second year that the school was led by Principal Peter Ellis.

In 2019, our diverse, yet inclusive community, numbered just over 1130 students, including 50 International students from 9 countries. There was a large increase in the number of students with disabilities, with 27 funded students with disabilities. The total school enrolment was a slight increase in size from 2018. For 2018, TC had 86 equivalent full time staff, including 4 Principal class, 65 teachers and 25 Educational Support Staff. Of these staff, 19 were new in 2019.

TC is located 17 km east from the centre of Melbourne, on 6.5 ha of land. The site incorporates significant green space, including a well-developed permaculture garden. The majority of the buildings are 45 years old, but are generally in a good state of repair. 2019 saw the Resource Centre demolished and then rebuilt as part of the Asbestos Removal Program. TC also undertook its Condition Assessment Report (CAR) and part of the Rolling Schools Facilities Management Program.

Over the past ten years, TC has introduced major educational innovations, such as the removal of Year levels, all students having their own Individualised Learning Plan (ILP), students having choice of over 150 electives and moving to an optional uniform. These innovations have led to a large amount of interest from educators, both within Australia and overseas, which have led to TC running its own staff professional development sessions for those external to the school.

In 2019 TC spent a major proportion of time reviewing and refining the further educational innovations introduced as part of the new strategic plan implemented in 2018, in order to move towards meeting its new FISO Goals. There was an increased emphasis on the whole school wellbeing structure in place through focusing on connections. The whole school review process took place throughout term 2 and term 3 gaining feedback from all school stakeholders whilst refinements were made in preparation for implementation in 2020.

### Framework for Improving Student Outcomes (FISO)

In 2018, the targets set through the AIP as agreed by the school community focused on the improvement initiatives of Building Practice Excellence and Building Communities. This in being built through the three FISO Goals as part of the 2018 – 2021 Strategic Plan.

In 2019 TC were part of a FISO group based around the FISO areas of Student Voice and Agency. As a result of being a member of this group, TC focused on using the PIVOT survey to collect feedback from students that staff used to improve their practice in a targeted manner.

The school continues to self assess against the FISO Continuum, as well as integrate elements of the Victorian Teaching and Learning Model into the pedagogy of the school. A whole school "mini review" was carried out by the school, using the FISO Continuum as a starting point. This was led by the School Improvement Team (SIT). This led to refinements of the school program to be implemented in 2020 that would see an alignment of focus throughout the school.

The school also began a Literacy across the curriculum program that is seen as a long term focus for the whole school.

The community felt that we had made good progress in the identified areas of FISO as detailed in the following report.

## Achievement

TC is a school that prides itself on every student having the opportunity to have advocacy over their own educational journey. Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan.

Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. On Demand testing is a common format used to identify and support individual progress in Literacy and Numeracy and is reported in each student's online Individual Learning Plan.

TC has a sizeable proportion of NAPLAN withdrawals based upon Parents philosophical objections, although the levels of withdrawals were less in 2019 than 2018. Those students that undertake NAPLAN have demonstrated, as a cohort, a trend of improvement in the level of progress made over a 2-year period with more students making higher levels of progress in comparisons to their peers at the same starting point.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term.

TC offers multiple pathways for students in their learning, however the most common pathway is still the VCE. Another option is VCAL and in 2019 we saw the highest numbers of students being offered multiple jobs at the conclusion of their VCAL certification.

The previous year's improvement in VCE results in respect of 40+ scores increased by 3% to 6% and the VCE median score increased from 28 to 29. The average ATAR of our students increased by 6 points. Our DUX achieved the highest ATAR achieved in the last 10 years. This was achieved by a Year 11 equivalent student who will remain at the school in 2020. The school continues to support students to demonstrate growth attainment for those students engaged in achieving a Study Score and subsequent ATAR. When comparing VCE outcomes to those across the state, some of the data appear slightly lower, because of students completing many VCE subjects earlier than Year 12. 2019 saw a large proportion of students of Year 10 and Year 11 age achieving a study score from a VCE subject, with many achieving a score of over 40. Whilst students attaining a study score early benefits the students, it does tend to impact negatively on the schools VCE data. Templestowe College prioritises student's needs and choices above its published data sets. The school does however continue to monitor trends over a period of time. Currently, these trends demonstrate an all round improvement in students outcomes.

Given the focus upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education or into employment and remain in first choice courses throughout. A very high number of students access post-Year 12 learning and employment-based opportunities.

## Engagement

In 2019 Templestowe College continued to be at above both state and similar school level for school safety and connectedness. This continues the results of the past two years. Reflecting success in relation to many of our targets for goal 3 in the strategic plan: "Increase the opportunities for connectedness at a range of levels within the school and wider community." Such successful achievement of targets is a result of fostering a community that feels safe together. Active development of the well-being team, community teams and a program of activities to build connections to groups within the school have been implemented.

Wellbeing initiatives for developing resilience were introduced to mixed success but reflection and rejigging of the programmed time has resulted in a community that students feel safe and supported in. Certainly, student opinion survey targets have been achieved as they sit above state and like school means. As a school we continue to work towards achieving our parent opinion target of 2016 parent satisfaction levels. Leadership and College council continues to address this.

Connectedness stayed above 91 % for the third year in a row. This was fostered by the continuation of smaller House

groups, increased community event and the connect program. Percent positive endorsement in the aspect of managing bullying, parent feedback on non-experience of bullying were 81.9% and 8.3% respectively. 2019 saw an increase to the wellbeing team with the employment of an additional youth worker and student counsellor to join the team. This group worked in tandem with Heads of Communities and House leaders both staff and student, as did whole staff to continue to shape and create an environment true to our vision: “..... a supportive and inclusive community”. Other pleasing results from the survey showed respect for diversity maintaining traction at 87.3%.

Student wellbeing continues to be a focus. Greater and continued connectedness as the school grows is a goal and with that in mind the school will move to 4 communities and a central location for community teams in 2020.

## Wellbeing

In 2019 the Student Attitudes to School survey showed that satisfaction in relation to the connectedness of students is significantly higher than in other Victorian government schools.

Active adherence to actioning and aligning all that we do as a College to our core philosophy, policies, and mode of interaction within the community continued to foster student, family, and community wellbeing. Examples include policies such as “Yes is the Default” answer to any request from students, parents, and staff, and the “One Person Policy”. As a community, we actively seek, promote, listen to, and incorporate student voice in our decision-making processes.

Student wellbeing was supported by our main pastoral system of students being both academically and pastorally connected to a House system that stays with them throughout their time at the College building connections both with students and families over that time. Each House was then responsible for four SSDP groups (Student Support Development Program groups). These groups were vertical and met daily for 30 minutes. Overarching and supporting all communities were our extensive administrative and support team and the Principal Group.

In 2019 we also created a Learning Development Leader role for leading the SSDP program more broadly within the college. This role was to build SSDP staff members’ capacity and enhance the consistency of the program delivery across the school. A benefit seen in the establishment of this role was the development of frequent House and Community events being coordinated to run during SSDP time. The focus for this program was also moved to connections at various levels within the school.

Student voice continued to be incorporated in all aspects of the life of the school. Each community had student voice and empowerment embedded via student Community and House leaders. A thorough review of the Wellbeing structure was carried out in 2019, led by students and collating feedback from students, parents/carers and staff. This was formative towards planning improvements for implementation in 2020.

Subject selection was driven by student choice. Increased numbers enabled increased classes providing a more flexible timetable grid for students to select the course of their choice.

Extracurricular activities were also driven by student choice. Examples of this were involvement in State School Spectacular, camps that ran and development of areas of passion such as drone, gaming, dance, art, volleyball, and many others within the school’s clubs program.

## Financial performance and position

The major component of College Revenue for 2019 at \$10,137,977 was the Student Resource Package (DET Staff Funding). It represented 69.5% of Total Revenue of \$14,595,402. Student Resource Package (SRP) expenditure at \$10,062,169 made up 70.2% of all College expenditure. The SRP surplus of \$75,809 can be made available to the College in 2020.

The College received \$2,016,346 in Department Grants including \$1,134,434 in SRP Cash Funding and \$743,423 for

Overseas Fee-Paying Students. Department Funding of \$71,822 was also received. This was made up of \$28,231 to furnish the new Resource Centre, \$19,500 for Rolling Facility Evaluation works, \$16,091 for VCE Exam Supervision and \$8,000 to furnish an additional portable classroom. An amount of \$30,211 was also received from the Camp Sport Excursion Fund-CSEF to financially assist eligible students to attend/participate in various school activities.

Locally Raised Funds of \$2,119,814 included Parent Payments for Essential Education Items of \$724,838, Optional Items \$352,373 Camps and Excursions \$460,818, Hire of School Facilities \$157,577, Trading Operations (incl Canteen) \$291,682, Charities/Collections \$101,928, Other Locally Raised Funds (incl Homestay) \$64,217 and Fundraising Activities \$5,678.

Expenditure for 2020, other than the SRP Expenditure noted above, included Property Services costs of \$194,131 for Building and Ground Works, Sanitation, Security, Safety and Fire Protection Services. Equipment Purchase, Maintenance and Hire expenditure totalling \$351,201 included the purchase of Furniture and Fittings, Technology and Equipment purchases and Operating Lease costs.

Salaries and Allowances expenditure of \$1,068,956 included salary and salary related expenditure on School Local Payroll for Casual Relief Teachers, Specialist Teachers including Instrumental Music, Non-Teaching Support Staff for additional Administration, Information Technology Services, Integration Services, Sustainability, Canteen, Elite Sports Development Program (ESDP) and Student Tutors.

Miscellaneous Expenditure totalled \$1,765,496 and included Camps/Excursions, Administration costs, Information Technology Services, Health and Personal Development, Staff Agency costs, Service Provider charges, Bank charges and Taxation charges.




Note the SRP reconciliation process for schools is yet to be finalised by the Department therefore the 2019 SRP expenditure figures signed off by the College (as of 28 April 2020) are unchanged. The existing SRP surplus of \$75,809 therefore remains.

## 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 1142 students were enrolled at this school in 2019, 516 female and 626 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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




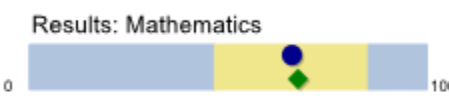
#### School Staff Survey

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

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Below</b> ●</p> <p><b>Below</b> ●</p>

## Performance Summary

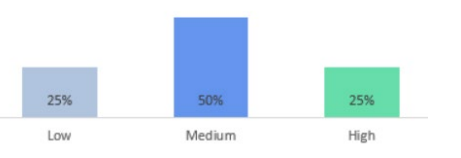
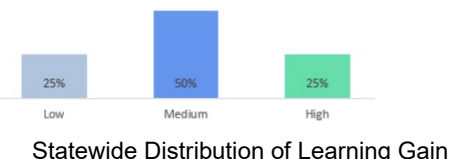


**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>Above <span style="color: teal; font-weight: bold;">●</span></p> <p>Below <span style="color: blue; font-weight: bold;">●</span></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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">29 %    47 %    25 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">35 %    48 %    17 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">36 %    53 %    11 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">36 %    49 %    15 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">36 %    44 %    20 %</p> <p style="text-align: center;">Low    Medium    High</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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">27 %    44 %    29 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">27 %    55 %    18 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">30 %    46 %    25 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">32 %    54 %    14 %</p> <p style="text-align: center;">Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">27 %    52 %    22 %</p> <p style="text-align: center;">Low    Medium    High</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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></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 style="text-align: center;">Below <span style="color: blue;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **31%**  
 VET units of competence satisfactorily completed in 2019: **82%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **71%**

## 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><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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 &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>												
<p><b>Average 2019 attendance rate by year level:</b></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>89 %</td> <td>88 %</td> <td>85 %</td> <td>87 %</td> <td>86 %</td> <td>86 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	88 %	85 %	87 %	86 %	86 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	88 %	85 %	87 %	86 %	86 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												
<p><b>Exit Destinations</b></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>Below </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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Above <span style="color: teal; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$10,139,065	High Yield Investment Account	\$796,847
Government Provided DET Grants	\$2,016,346	Official Account	\$82,118
Government Grants State	\$9,725	Other Accounts	\$6,551
Revenue Other	\$231,540	<b>Total Funds Available</b>	<b>\$885,516</b>
Locally Raised Funds	\$2,199,814		
<b>Total Operating Revenue</b>	<b>\$14,596,490</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$29,673		
Equity (Catch Up)	\$26,694		
<b>Equity Total</b>	<b>\$56,367</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$10,062,169	Operating Reserve	\$690,158
Communication Costs	\$58,728	Other Recurrent Expenditure	(\$875)
Consumables	\$465,541	Funds Received in Advance	\$440,841
Miscellaneous Expense <sup>3</sup>	\$1,677,015	School Based Programs	\$355,791
Professional Development	\$43,820	Maintenance - Buildings/Grounds < 12 months	\$41,478
Property and Equipment Services	\$570,848	<b>Total Financial Commitments</b>	<b>\$1,527,393</b>
Salaries & Allowances <sup>4</sup>	\$1,068,956		
Trading & Fundraising	\$134,835		
Travel & Subsistence	\$81,316		
Utilities	\$167,332		
<b>Total Operating Expenditure</b>	<b>\$14,330,559</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$265,931</b>		
<b>Asset Acquisitions</b>	<b>\$82,837</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

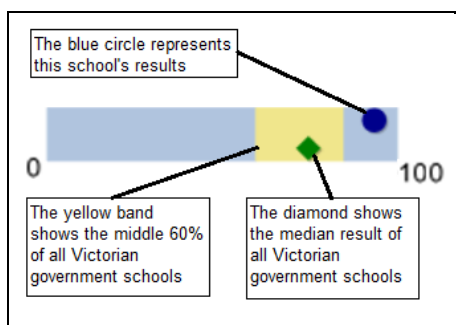
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').