2019 Annual Report to
The School Community

School Name: Epping Secondary College (7813)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2020 at 01:42 PM by Mark Quinlan (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 April 2020 at 04:45 PM by Stuart Lord (School Council President)

About Our School

School context

Vision
At Epping Secondary College (ESC) we are deeply passionate about developing self-directed learners who believe in themselves, and are empathetic global citizens who strive for excellence. We want to become known for providing tailored opportunities and a challenging learning environment that supports a culture of aspiration and achievement. At ESC we value developing not only our student's academic growth but also their social and emotional wellbeing. We aspire to create an environment where students feel connected, are supported and are positive in their approach to learning. We aim to equip students with the skills to be intrinsically motivated and self-directed learnings so that they may aspire towards their goals. We strive to cultivate in students at ESC a positive mindset in order for them to be resilient not only in their learning but also in life.

Values
The College values which underpin our behaviours and practice are:
Commitment – being responsible for our learning and behaviour and always striving to improve
Honesty – being sincere, genuine, open and truthful to ourselves and others
Fairness – developing an understanding that we are all different yet all equal and treating others sensitively and justly
Respect – developing an understanding that all individuals are unique and can make valuable contributions to the community
Perseverance – building a sense of determination and optimism when faced with challenges in learning and life.

Purpose
The school motto "Learning for Life" has continued to underpin the school's vision and direction. At Epping Secondary we are deeply passionate about developing self-directed learners who believe in themselves, and are empathetic global citizens who strive for excellence. We want to become known for providing tailored opportunities and a challenging learning environment that supports a culture of aspiration and achievement. Our aim is to develop students that are literate, numerate, critical and creative thinkers with agency for managing their behaviors and engaging with their learning. Epping Secondary College will continue to focus on all students being empowered to achieve success. We aim to further strengthen the approaches implemented that cater for the diverse needs, achievements and strengths of every individual. Providing success for all students through a diverse and extensive range of course offerings from Year 10 onwards through our VCE, VCAL and VET offerings, a highly successful vocationally-oriented Year 10 Pathways program as well as structured opportunities for acceleration will continue. Furthermore the introduction of the ACE High Achievers Program, MathPathways differentiated Math approach and whole school focus on differentiation, has supported all students in achieving success and building on their strengths.

Workforce Composition
The staffing profile comprises approximately 127 staff, including 4 Principal class, 6 Leading Teachers, 6 Learning Specialists, 96 teaching staff and 30 Education Support staff.

Geographic Location
Epping Secondary College is a co-educational 7-12 college established in 1976. Epping is a northern suburb of Melbourne, Victoria, Australia, located 20 km north of Melbourne's Central Business District. Its local government area is the City of Whittlesea. The suburb of Epping has seen substantial growth rate of 9.1% which has had a significant impact on the growth of student numbers.

School Size and Structure
The student population at Epping Secondary College has remained steady at 1266. Epping Secondary College is physically organised in year level units to better support students through their different stages of growth as well as provide a sense of belonging and wellbeing. The Year 7 Unit supports transition through concentrated staffing and orientation programs. Discrete Year 8 and 9 precincts provide targeted support for academic and social growth and cohesion. At Year 9 all students are involved in the Community Elective which builds citizenship through community

volunteering. At Year 10, the college introduced an extended elective program aimed to engage with students interest as well as provide rigorous learning that leads directly towards later years. In addition to this, the college offers an Alternative Pathways program for Year 10 students to cater for the needs of students exploring a range of Pathways. The Senior Unit and the VCAL precincts are resourced to assist students with designing flexible and individualized courses and programs, accessing VET studies (Vocational Education and Training) as well as university based extension programs. The Future Directions Program at the senior years caters for students requiring additional support with Literacy, Numeracy and Personal Development as they undertake a differentiated Applied Learning Pathway. The ACE program (Acceleration Cluster Education) is a cluster grouped acceleration strategy that ensures that high achieving students are able to access challenging curriculum within the supportive environment of a class of similar aged peers. In order to engage and support students who are at risk of not attending school, the college has been offering the Learning Support program. This program been developed to address the needs of students with literacy, numeracy, engagement and attendance concerns. A critical component of educating the 'whole' child at Epping Secondary College involves the implementation across the School of Positive Education, an approach introduced primarily through the I Self Curriculum at years 7-9 and the POD Program in the senior years as well as across the school curriculum and culture. The Student Achievement Coordinators are an additional support for students as well as building staff capacity to analyse data in teams and collaborate in designing interventions for students. Maximising teacher collaboration to co-create, evaluate and document curriculum programs in line with the Victorian Curriculum is a key focus of the college moving forward along with continuing to broaden curriculum design so as to address the needs of all learners. Epping SC has a team of six (6) learning specialists. The role of Epping SC Learning Specialists is to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

Overseas Student Program
Epping SC is a safe, friendly and welcoming study destination, offering international students an enviable lifestyle that nurtures success and the confidence to take steps forward in life. In 2019 the school offered places for all year levels (7 to 12) and enrolled a total of 15 international students. Countries represented were India, Sri Lanka, Vietnam, China and Nepal. The school has capacity for 20 international students. Our international students are here in Australia with their families studying the Victorian Curriculum or Victorian Certificate of Education.

Social and Enrolment Characteristics
Epping Secondary College has a diverse and multicultural community with students representing over 35 nationalities. As part of our 2019 enrolment, we had twenty-eight (28) Aboriginal and Torres Strait Islander (ATSI) students, seventy-four (74) EAL students (English as an Additional Language) and nineteen international students. The Student Family Occupation and Education (SFOE) Index for the college in 2019 is 0.5329. The college provides support for 29 PSD funded students.

Framework for Improving Student Outcomes (FISO)

Excellent in Teaching
In 2019, the college continued its focus on Excellence in Teaching and specifically, "building teacher capacity in evidence based teaching strategies that address the needs of both high ability learners as well as students with special needs". Our work concentrated on developing an agreed teaching template reflecting the department's pedagogical model and teacher practice principles. The ESC Pedagogical model was fully implemented in 2019, with a specific focus on Learning Intentions and Success Criteria. The school used PIVOT surveys to enable students to provide feedback to teachers to inform teacher practice and to further build teacher capacity. The college encouraged staff to use this data as a basis for their peer observations. These approaches were reviewed at the end of 2019 and redesigned for implementation throughout the Professional Learning Communities (PLC) process in 2020.

Student Achievement Coordinators
The Student Achievement Leaders played a key role in collecting student data and supporting teachers in unpacking this data and using it to develop their strategies, this role will have even more of an impact on student outcomes in 2020, with specific focus on middle and higher ability students.
In 2019 the college continued the teacher collaboration model through Curriculum Planning Teams (CPT) teams which provided teachers with structured time to develop year level and subject specific documented curriculum. (FISO

Curriculum planning and assessment:"Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum").

Student Connectedness
In 2019 "Student well being and connectedness to school" and "student safety" continue to be our focus and survey results for these elements improved. Student connectedness data improved from 24th Percentile in 2018 to the 50th percentile in 2019. Student safety data improved from 13th Percentile in 2018 to the 42nd percentile in 2019 The work done around this will support the leadership team with developing strategies to continue to address the areas of concern as outlined in the student survey. In 2020 student forums will be conducted to continue to strengthen student feedback, voice and agency.

School Culture
The school has a culture of high expectations: (FISO) "High expectations around student behavior and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community." The school progressed significantly with the development of the School Wide Positive Behaviour (SWPBS) with the active involvement of staff, students and parents. A behaviour matrix and framework was developed with very explicit expectations relating to all stakeholders across all areas of the school and community environment. Student classroom behaviour data improved from 7th Percentile in 2018 to the 42nd percentile in 2019 In order to maximise the impact of this process on classroom behaviour (which improved in 2019) the classroom reflection process was redesigned to align with the matrix and to further embed this in the school culture.

Positive Education
In 2019 the Positive Education Framework was further extended with the introduction of a trial Mindfulness program at year 7. Staff and student Feedback was positive and the year 7 survey data did reflect some positive results in resilience and motivation. Student resilience data improved from 17th Percentile in 2018 to the 40th percentile in 2019. Student motivation data improved from 18th percentile to 45th percentile. There will be a stronger focus on meditation throughout 2020 with staff and students.

Using Data
A key focus in the 2019 Annual Implementation Plan was to provide time for staff to build their capacity to use data effectively. Improving our ability to collect valuable, rich and accurate data is a critical, however costly step, with the college choosing to access external assessment services in order to best achieve this goal.

Achievement

Year 7 to 9 Acievement
For 2019, student achievement in NAPLAN was below similar schools for all measures however, there was some improvement in scores in both Reading (11% of students in the top 2 bands of NMS) and Numeracy (72% of students in the middle 2 bands of NMS) with a decline in writing (4% of students in the top 2 bands of NMS) observed from 2017 and 2018. In Reading, the percentage of students with high or medium relative learning gain was at 19% (high) and 53% (medium) decreased slightly whereas in Numeracy, the percentage of students with high or medium learning gain was at 20% (high) and 54% (medium) which was a slight increase compared to 2018. The decline in Writing achievement of year 9 (increased to 38% of students in the bottom two bands of NMS) students is concerning as the matched cohort data does not indicate that this would have been expected. Looking at the matched cohort data for the other two areas, it would appear that achievement in Year 9 Reading is significantly higher than would have been expected based on the performance of this cohort in year 7. In Numeracy, the achievement of Year 9 students is at expected level.
Both Reading and Numeracy continue to be areas identified for future improvement and Writing too now will be an area of focus, especially for the English faculty before a model is implemented across the other key learning faculties in the future. The introduction of 6 Learning Specialists, with a change of focus in their role, a Leading Teacher role in Literacy and the introduction of the Department's Middle Years Literacy and Numeracy strategy (MYLNS) will continue to assist the school to make improvements in student achievement for 2020.

Program for Students with Disabilities (PSD)

The PSD is one of the supports available to help schools meet the needs of eligible students with disability and high needs who attend Epping SC. We are delivering an inclusive education at Epping SC. Our aim is to create safe and inclusive school environments for students with disabilities and additional needs.Throughout the year we have seen many success with our funded students. We support our students within the classroom setting and also work independently one on one when it is necessary.

Coverage is throughout the day in all subjects that need support , we allow for independent learning in classes where students can achieve success on their own. Two of our Year 12 students completed VCE and were successful in gaining entry into a TAFE College. One Year 12 student successfully completed Intermediate VCAL and a work placement. Two Year 11 students successfully completed year 11 VCAL and Year 1 VET Carpentry. Six Year 10 students successfully completed the Year 10 mainstream course and gained entry into Year 11. Two Year 9 students successfully gained entry into our Year 10 Pathways program for 2020 where they will complete their senior years in VCAL. Four Year 9 students successfully completed the Year 9 mainstream course. Four Year 8 students successfully completed the Year 8 mainstream course. Four Year 7 students successfully transitioned into high school with one student being selected as an SRC representative. All students received constant support from our Integration aides to assist them in their transition to high school and felt supported all the way through their years.

VCE Achievement
The VCE study score - English in 2019 was above the "four year" average for the school and slightly higher than last year's score, well above the similar schools group and slightly above the state average. We achieved our goal of an average "all study" median study score of 29, which is similar to the state average. The number of students achieving study scores above 40 was 3% and this was the highest percentage achieved among the state schools in the Whittlesea network of schools. In 2019, 96% of students satisfactorily achieved their VCE, 41% of year 12 students undertook at least one unit of VET. Epping SC had 35.9 % of students in the top 30% of the state and 2.9% in the top 10% of the state. These outstanding results have been achieved through the outstanding work of our students, and the support provided by the Epping Secondary College Teachers, especially at Year 12. Additionally we had 102 students offered a university place, 24 with two university offers and 23 students with a TAFE offer. Overall an outstanding achievement and well ahead in our region. ESC will be working with Lalor SC and an outside agency to review and further develop literacy in the VCE classroom as the school endeavours to maintain and enhance their results in the future.

VCAL Achievement
Epping SC VCAL successes range from students in courses to full time employment. Some of these destinations include: Electrical apprenticeships, VCAA mechanical apprenticeships, hair, health and beauty apprenticeships , sport administration and management in retail. 85% of VCAL credits were satisfactorily completed by our students.

Engagement

Student Attendance
The 2019 student absence rate has improved at Years 8, 9 and 12 compared to 2018. This data seems to contradict the positive feedback received by students through the Student Surveys in which they rate connectedness to school as very good. At ESC, all staff are committed to making every effort to ensure students are engaged in their schooling. Furthermore, curriculum development focused on designing engaging, relevant learning programs that challenge students to achieve more; this is a crucial aspect of the engagement of our students. In addition to this, the college has continued to prioritize the importance of positive relationships and teachers knowing their students well. In order to improve attendance, we will continue to analyse the data to understand the issues involved, as well as research and introduce additional programs and initiatives that best address these factors. For 2020, there are new attendance strategies to be implemented in Year 7-9 and also a PLC focus group specifically working on attendance and engagement.

The college has designated Attendance Officers who are responsible, along with Year Level Coordinators and Assistant Principals, for monitoring and following up on students who have been absent. The change to how attendance officers input data has already shown improvement in the attendance data for 2018 and continued in 2019. We will continue to refine and improve processes and procedures to follow up on students with regular absences. In 2019, the continuation of the Progression Support Policy will provide further measures of support. Formal notification

letters regarding poor attendance are sent twice a term to parents of relevant students, and additional support services are provided to families who need them. The immediate contact with families by the year level coordinators to identify issues and develop strategies and early interventions has helped reduce absences.

Student Retention
Student retention is a real strength of ESC, being significantly higher than like schools, and falling within the expected range for the state. This demonstrates that the college provides an inclusive culture and curriculum that caters for all students and their needs as they move though from year 7 to year 12. Furthermore, parent survey results are high which would indicate that parents are very happy with the opportunities and experiences the college is offering their children. A specific strategy at Years 10-12 is the time redemption process, where students who are at 80% redemption are identified and redeem time according to the policy. Year 8 team have implemented a graduation system that is heavily geared towards attendance reward points for students.

Supporting Students
A Case Management Model implemented throughout the senior years, was effective in intervening and supporting students at risk of disengaging or underperforming. This process brings together key support people including parents, coordinators, transition brokers, counselors and where required, external agencies to develop and implement an action plan to achieve the most positive outcomes possible.

Student Leadership & Agency
Student leadership continues to play an integral role in the school both in terms of the daily running of programs and in regards to student engagement, with this new, specific roles and increased numbers have been created from 2019 onwards to further develop student agency and voice. The college provided students with many real and authentic opportunities to contribute to their school and make a difference. The many activities, events and programs that are student run both empower students as well as create a sense of connectedness and a positive, inclusive culture. Connectedness in data in 2018 was at the 24th percentile and in 2019 it was at the 50th percentile. This will need to be further unpacked with student input if we are to continue to improve in this area.There is an increase in student voice and agency, from the 28th percentile to 29th percentile which is very pleasing, however revisiting the leadership program in 2020 so as to strengthen and extend this may make a difference.

Learning Support Program
The introduction of the Learning Support Program and the Future Directions Program have been a significant step towards providing for the individual learning needs, and thus the engagement, of our more disadvantaged students. These are programs tailored to assist students in their specific area of need. These programs include; literacy; numeracy; engagement; positive psychology, applied learning experiences and executive functions. Likewise, Hands On Learning continues to support students who are disengaged with mainstream classes and / or who would like to focus on preparing for a trade.

Student Transitions
School stage transitions remained consistent from previous years and is higher than like schools. There are many strategies and programs the school has in place to support transitions through school and beyond and we will continue to evaluate and develop these in 2020.

Engagement
Social engagement at Year 7 and 11 considerably increased over the previous 2 years, however the areas of focus moving forward are Year 9 and 10.

Wellbeing

Student Engagement
In order to engage students who are at risk of not attending school, the college continues to allocate a significant portion of the equity funding to the Learning Support (LSP) and Future Directions Programs. These programs require extensive resourcing that includes staffing, co-ordination time, professional learning and training as well as the ongoing

development of the physical space.

Student Achievement Program
The Student Achievement Program was further extended in 2019, which required a greater time allotment for coordinators to support under achieving students as well as develop strategies to build staff capacity in addressing under achievement. The Student Achievement Leaders identify underachieving students and design programs that support them in developing their skills as well as learning approaches, literacy and numeracy.

Well-Being Support
The college also allocates equity funds to assist the Well-being Team by employing a Multicultural Aid, three Counselors and a Psychologist. This has been a critical area for our school, as well-being issues for students and families have increased significantly over the past few years and have a major impact on student learning, engagement and achievement.

Financial performance and position

Annual Budget
The 2019 Annual Budget was developed through consultation with the Principal Team and School Council to support programs aligned with the School Strategic Plan; to improve student wellbeing, achievement and engagement. All funds received from the Department, or raised by the College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the College, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. Epping Secondary College continues to operate in a strong financial position, and ensures its expenditure is always student focused.

Maintenance and Refurbishment
The ongoing maintenance and refurbishment works continued again in 2019 bringing the college close to achieving its vision of providing our students and staff with the very best teaching and learning environment possible. Maintenance expenditure has increased significantly, as the school entered its 4th decade, with further funding allocated towards plumbing and electrical repairs and upgrades. In 2019 the college received an approved Capital Works grant of 3 Million to support its efforts to construct a Senior School Study Centre to bring the school structures in line with 21st century Learning. The venue is expected to be opened in 2020. Major items of expenditure include the purchase of a heating/cooling unit for the science and computer wing totalling $82,500; synthetic turf was extended to the north of the new synthetic oval with shade sails erected and outdoor tables installed at a cost of approximately $100,000. A large portion of school funds continue to be dedicated to the improvement of the college facilities and grounds with approximately $230,000 spent on general maintenance and minor works in 2019.

Grants
Epping SC received additional state government grants which included:
•	$9,725 - received from the Office of Youth, Department of Premier and Cabinet for the Advance Funding which provides support for Applied Learning certificate training courses and the establishment of a community garden project.
•	$5,948 – La Trobe University, Uni Bridges partnership for our VCE students.

Locally Raised Funds
Locally Raised Funds is 21% of the total revenue and includes:
•	$15,082 - raised through fundraising events organised by the Student Representative Council in support of the wider community. Donations were made on behalf of the SRC to a variety of charities such as State Schools Relief, **Beyond Blue and the RSPCA.**
•	$40,829 - proceeds from the hire of school facilities for private purposes i.e. canteen hire and gymnasium hire help support the maintenance program at the school.
•	$43,416 - commission received from book and uniform suppliers and school photo sales to help fund curriculum materials and uniforms for families requiring additional support.

Equity Funding

In order to engage students who are at risk of not attending school, the college continues to allocate a significant portion of the equity funding to the Hands on Learning (HOL), Learning Support (LSP) and Future Directions Programs. These programs require extensive resourcing that includes staffing, co-ordination time, professional learning and training as well as the ongoing development of the physical space. The Student Achievement Program was further extended in 2019, which required a greater time allotment for coordinators to support under achieving students as well as develop strategies to build staff capacity in addressing under achievement. The Student Achievement Leaders identify underachieving students and design programs that support them in developing their skills as well as learning approaches, literacy and numeracy. The college also allocates equity funds to assist the Well-being Team by employing a Multicultural Aid, three Counselors and a Psychologist. This has been a critical area for our school, as well-being issues for students and families have increased significantly over the past few years and have a major impact on student learning, engagement and achievement.

For more detailed information regarding our school please visit our website at
https://www.eppingsc.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian government secondary school type.***

Enrolment Profile

A total of 1278 students were enrolled at this school in 2019, 592 female and 686 male.

37 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.4	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	54.6	54.2	43.8	63.0

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian government secondary year levels.***

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	76.6	78.4	63.3	90.2	Similar
Mathematics	23.9	67.9	47.2	85.5	Below

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 7	Reading (latest year)	51.7	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	47.2	53.9	40.0	67.6	-
Year 9	Reading (latest year)	41.4	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	38.4	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 7	Reading (4 year average)	42.6	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	45.1	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	34.8	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	32.1	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	28.8	50.6	20.5
Year 5 to 7	Numeracy	26.3	51.3	22.5
Year 5 to 7	Writing	37.5	50.0	12.5
Year 5 to 7	Spelling	20.9	56.3	22.8
Year 5 to 7	Grammar and Punctuation	22.8	51.3	25.9
Year 7 to 9	Reading	28.3	53.2	18.5
Year 7 to 9	Numeracy	26.0	53.9	20.1
Year 7 to 9	Writing	38.3	44.0	17.7
Year 7 to 9	Spelling	30.0	50.7	19.2
Year 7 to 9	Grammar and Punctuation	34.3	49.3	16.4

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.0	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	28.0	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **98 percent.**
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **36 percent.**
VET units of competence satisfactorily completed in 2019: **79 percent.**
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **90 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.4	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	24.3	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	87	87	87	91	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	80.2	75.6	66.7	82.1	Above
Retention (4 year average)	78.6	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	91.7	90.1	81.8	98.6	Above
Student Exits (4 year average)	92.0	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.8	52.0	43.6	61.9	Similar
Percent endorsement (3 year average)	50.3	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	56.7	56.2	45.1	66.9	Similar
Percent endorsement (3 year average)	53.9	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$12,829,088
Government Provided DET Grants	$2,341,361
Government Grants Commonwealth	$7,280
Government Grants State	$23,671
Revenue Other	$79,915
Locally Raised Funds	$628,858
Capital Grants	$0
Total Operating Revenue	**$15,910,173**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,230,330
Transition Funding	$0
Equity (Catch Up)	$123,622
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$1,353,952**

Expenditure	Actual
Student Resource Package [2]	$12,504,929
Adjustments	$0
Books & Publications	$14,952
Communication Costs	$39,829
Consumables	$228,112
Miscellaneous Expense [3]	$547,305
Professional Development	$36,361
Property and Equipment Services	$689,857
Salaries & Allowances [4]	$389,156
Trading & Fundraising	$21,678
Travel & Subsistence	$343
Utilities	$114,742
Total Operating Expenditure	**$14,587,263**
Net Operating Surplus/-Deficit	**$1,322,910**
Asset Acquisitions	**$181,541**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$2,766,494
Official Account	$151,867
Other Accounts	$0
Total Funds Available	**$2,918,361**

Financial Commitments	Actual
Operating Reserve	$309,460
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$173,807
Capital - Buildings/Grounds < 12 months	$728,293
Maintenance - Buildings/Grounds < 12 months	$859,000
Asset/Equipment Replacement > 12 months	$155,000
Capital - Buildings/Grounds > 12 months	$540,000
Maintenance - Buildings/Grounds > 12 months	$150,000
Total Financial Commitments	$2,915,560

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').