2017 Annual Report to the School Community

School Name: Truganina P-9 College

School Number: 5501

- 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 Regulation 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 2017 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 01 May 2018 at 08:14 AM by Jennifer Crowle (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 Regulation 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 2017 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 11 May 2018 at 01:19 PM by Jagruti Dave (School Council President)

About Our School

School Context

Officially opened in 2015, with students in the primary levels of schooling, Truganina College is located in the growth corridor of Wyndham in the western area of Melbourne. In 2015, the College started the year with 165 students in Years Foundation to 6. In 2016 the first year of secondary education commenced with students enrolled in Year 7. In 2017 this enrolment has extended to include Year 8 students with Year 9 enrolments planned for the following year - 2018.

At the completion of the 2017 school year, the student enrolment from Prep to Year 8 was eight hundred and eighty nine (889) students.

In 2017, the school had fifty six (56) full-time staff with four (4) Principal Class, thirty four (34) Teachers and Eighteen (18) Education Support Staff.

The College vision states: Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.
In 2016, the school community adopted the school motto of; *Inspiring Excellence in Learning to Believe, Achieve and Succeed.*
In 2017, school values were identified through a very thorough process of community consultation, resulting in Respect, Resilience, Responsibility and Learning being our school values.

As a College we value; respect, resilience, responsibility and learning. With these values come responsibilities which all students develop with age appropriate support from their classroom teachers.

Truganina College has a focus on strong learning growth for every student and a culture of high expectations. The College has high quality learning programs that are age, stage and ability appropriate. Teachers collaborate in *Teaching and Learning Teams*, which support a strategic and consistent approach to assessment, curriculum planning and differentiated teaching, and learning that focuses on individual student needs. Student learning data and evidence is carefully monitored and used to inform best practice. The College curriculum follows the expectations and guidance of the Victorian Curriculum with a backward design, understanding what our students require to be successful in all year levels leading up to VCE and beyond. Particular attention is paid to the key transition points between educational settings and year levels.

In the second year of operation all new schools complete a comprehensive and independent school review. The Peer Review Executive Summary is published on the school's website. The executive summary states, "The panel is confident that the College has in place a competent and enthusiastic leadership team. Together with middle leaders, the College has a range of expertise and experiences to guide it through the next stage of its rapid development to a fully operational Foundation to Year 9 provider delivering high quality learning opportunities for its community" (pg. 15, 2016).
The College will continue a focus on:
- Improving student learning results in all subject areas with a particular focus on literacy and numeracy.
- Developing a consistent framework for delivering the curriculum with continued work on staff capacity in data analysis and the implementation of coaching and staff feedback as a focus.
- Continuing work with the community around the development of a strong learning culture. The use of student voice, student leadership and student agency to assist with decision making will be strengthened.

In 2017, the College continued to focus on the, implementation of a coordinated plan to improve student attendance.

Leadership opportunities for staff have been a focus, with building capacity an important factor now and into the future. Staff are encouraged to seek leadership opportunities both within and beyond Truganina College and participate actively in a differentiated adult learning model which is informed by student learning data and evidence. All staff engage in adult learning both on site at Truganina College and are involved in various adult learning endorsed by the Department of Education and Training, Bastow Institute for Educational Leadership courses such as: Unlocking Potential, Inspire, Impact and Leading Professional Learning Communities.

The Instructional Framework and Coaching Framework have been developed throughout 2017 in consultation with all college staff. Both documents drive the teaching and learning in every classroom and influence the pedagogical coaching practices throughout the College.

The College works diligently to create an inclusive, safe and supportive learning environment for all students. The School Wide Positive Behaviours Framework is used so that students can achieve positive academic growth.

In 2017, a range of extracurricular experiences are on offer including but not limited to; enrichment programs, student success club, Australian Maths Competition, the International Competitions and Assessments for School (ICAS), instrumental music lessons and access to Fit Kicks.

Framework for Improving Student Outcomes (FISO)

In 2017, the College has focused on the following three initiatives and five key improvement strategies:

1. **Building practice excellence**
   a. To build collaborative professional learning based on student learning data to improve the consistency and quality of teaching in every classroom.

   b. To strengthen the connectedness of students to their peers and school.

   c. To build collective commitment, capacity and responsibility to a whole school approach to student wellbeing.

2. **Curriculum planning and assessment**
   d. To build a college plan that has a clear evidence based relationship between the curriculum standards, learning goals, learning opportunities and assessment strategies to inform teaching practice and target the students' zone of proximal development.

3. **Building Communities**
   e. To create an educational partnership to support each family's learning journey, focussing on their children and improving their learning and wellbeing outcomes.

These key improvement strategies have ensured a laser like focus on ensuring the very best opportunities for each student to improve their learning and wellbeing outcomes. All College decisions are made to support these five key improvement strategies.

In 2016, the College completed the school review process which included a thorough examination of school data and evidence and detailed consultation with the community, students and staff to monitor the progress of the College and to inform the 2017-2020 Strategic Plan.

In 2017, the College Strategic Plan, was developed. The Strategic Plan is published on the College website. The School Improvement Team uses the Strategic Plan to set the direction of the College over the coming four year period.

Each year, inclusive of 2017, the College has collaboratively developed an Annual Plan which has been endorsed by School Council and senior department staff. The Annual Plan sets the direction of the collaborative work we do in all of teaching and learning teams, as well as the goals each staff member has in their Professional Development Plan.

Achievement

In 2017, in Years Prep to 6 it is pleasing to see strong learning growth across all achievement measures.

In 2017, in Years Prep to 6 the teacher judgment of student achievement working at or above age expected standards in English and Mathematics are at a similar level to other schools taking into account the background characteristics of students known to make a difference.

In 2017, the NAPLAN data for reading and mathematics shows both our Year 3 and Year 5 students in the top three bands of testing at a similar level in the school comparison results. With the College only completing its third year of operation, the four year average results are less reliable.

In 2017, after three years of operation the College has results for the NAPLAN learning gain from Years 3 to 5 and Years 5 to 7. Learning gain is determined by comparing a student's current year result to the results of all similar Victorian students.

These results, whilst pleasing must be considered in the context of rapidly increasing student enrolments. For example, in 2017, in Year 7, of the 89 students enrolled, only 49.4% were at the College in 2016; the second year of the schools operation. The remaining 45 students came to the College from 18 other schools.

Year 3-5
- In reading, 64% of students have made medium/high growth.
- In numeracy, 97% of students have made medium/high growth.
- In writing, 96% of students have made medium/high growth.
- In spelling, 96% of students have made medium/high growth.
- In grammar and punctuation, 82% of students have made medium/high growth.

Year 5-7
- In reading, 82% of students have made medium/high growth.
- In numeracy, 90% of students have made medium/high growth.
- In writing, 74% of students have made medium/high growth.
- In spelling, 76% of students have made medium/high growth.
- In grammar and punctuation, 80% of students have made medium/high growth.

Being the first year of secondary school, Year 7 NAPLAN is not used for school comparison.

In 2017, Year 7 teacher judgments of student achievement working at or above the expected standard in both English and Mathematics show results at a similar level to other schools.

In 2017, the Truganina College Instructional Framework was developed. An extensive process of collaboration has resulted in a comprehensive framework with a focus on student achievement, engagement and wellbeing using 21st century skills and metacognitive strategies to explicitly teach students to think about their own thinking. The Instructional Framework makes very clear links between Hattie and Marzano's research and the High Impact Teaching Strategies. The Framework has a clear focus directly on curriculum planning, goal setting, explicit teaching, collaborative learning, feedback, reflection and assessment and reporting, using a growth mindset.

The College continues to build collective commitment, capacity and responsibility to a consistently applied high quality instructional approach to teach reading and mathematics. In 2017, staff worked collaboratively to develop and embed the essential learnings in reading and mathematics.

A number of pedagogical coaches worked with staff to embed teaching and learning practices that are research based and known to make a difference to student learning. These practices include but are not limited to; learning intentions, success criteria, teaching/learning and assessment rubrics, explicit teaching of vocabulary and the comprehension strategies through two guided reading groups, the use of feedback and the collection of evidence and data to measure student achievement to inform the next steps in instruction.

High quality adult learning for all staff is a focus at the college. Adult learning is a planned and deliberate process, which is well researched and based on the improvement of student learning outcomes.

In 2017, the Truganina College Coaching Framework was developed. All coaching at the college is student centered in that student learning evidence and data is used to inform the areas of coaching focus. This Framework provides clarity to staff around the coaching process which begins with a pre-coaching conversation, goal setting, collaborative learning, feedback, reflection, and a post coaching conversation using the gradual release of responsibility.

A sense of urgency within the college community to fully support the learning of reading and mathematics was created. An action plan was followed and included elements such as; all students aspiring to read at home for 300 nights during the calendar year, by the end of Year 3 all students reading and spelling the first 400 Oxford words, volunteers from the community hearing students read, reading awards, focused homework using a computer based mathematics program and detailed reporting to families on student progress.

Engagement

Truganina College places significant importance on being at school every day and on time.

In 2017, the college staff, community and students worked collaboratively to improve student attendance. The key message of it is not ok to be away or late was widely promoted.

Families were requested to consider the impact of absence on student learning and to plan any vacations during the school holidays.

With many students having extended family overseas, absence due to travel abroad remains a substantial factor for the school's absence data and an area of great concern as pre and post vacation testing of student's reading shows on average a decline in the student's progress. In 2017, a suite of initiatives were refined. These include but are not limited to; a formal letter to request leave of absence during the school term to be approved by the Principal Class team, regular publications to the school community regarding student attendance data and targets & articles about the importance of students being at school and on time, student attendance awards, assessment of student reading pre & post absence.

In 2017, in Years Prep to 6, the average days of attendance are similar to other schools.

In 2017, in Year 7 and 8, the average days of attendance are similar to other schools.

Wellbeing

In 2017, the College worked to strengthen the connectedness of students to their peers and school, within a culture of high expectations. A suite of initiatives were implemented, these include but were not limited to; opportunities for student voice and leadership, a College Attitudes to School Survey for all year levels, a regular process to acknowledge student effort and progress and a common language of learning being used across staff, students and as appropriate families.

The College uses the School Wide Positive Behavior Framework. The school values are used to inform a matrix of expected behaviors across a range of settings in the college. Extensive consultation with the school community; students, families and staff have ensured whole school commitment to a safe and orderly environment. The college rewards positive behaviors and strives to acknowledge six positive behaviors to every correction of behavior.

In 2017, it is pleasing to see the following results:
- For Years Prep to 6, in the element of connectedness to school the results were similar to other schools.
- For Years Prep to 6, in the element of student perception of management of bullying the results were similar to other schools.
- For Year 7, both elements of connectedness to school and student perception of management of bullying were higher than similar schools.

For more detailed information regarding our school please visit our website at
http://www.truganinap9.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 832 students were enrolled at this school in 2017, 408 female and 424 male.

70 percent were EAL (English as an Additional Language) students and 1 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.

low	low-mid	mid	high

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).

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 _____ 100 Results: Mathematics 0 _____ 100	● Similar ● Similar

(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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 0 ─── 100 Results: Reading (4-year average) 0 ─── 100 Results: Numeracy 0 ─── 100 Results: Numeracy (4-year average) 0 ─── 100	● Similar ● Similar ● Similar ○ Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 0 ─── 100 Results: Reading (4-year average) 0 ─── 100 Results: Numeracy 0 ─── 100 Results: Numeracy (4-year average) 0 ─── 100	● Similar ● Similar ● Higher ● Higher

(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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 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 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'.	**Reading** 36 % / 46 % / 18 % Low / Medium / High **Numeracy** 3 % / 38 % / 59 % Low / Medium / High **Writing** 4 % / 50 % / 46 % Low / Medium / High **Spelling** 4 % / 32 % / 64 % Low / Medium / High **Grammar and Punctuation** 18 % / 46 % / 36 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

(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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ...... 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ...... 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	91 %	92 %	92 %	91 %	93 %	93 %

(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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ──────●──── 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ──────●──── 100	● Similar

(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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

(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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	No Data Available No Data Available No Data Available No Data Available	No Data Available No Data Available No Data Available No Data Available

(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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.	**Reading** 18 % (Low) / 53 % (Medium) / 29 % (High) **Numeracy** 10 % (Low) / 40 % (Medium) / 50 % (High) **Writing** 26 % (Low) / 48 % (Medium) / 26 % (High) **Spelling** 24 % (Low) / 40 % (Medium) / 36 % (High) **Grammar and Punctuation** 20 % (Low) / 36 % (Medium) / 44 % (High)	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
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.	No Data Available No Data Available	No Data Available No Data Available

Students in 2017 who satisfactorily completed their VCE: 0%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0%
VET units of competence satisfactorily completed in 2017: 0%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: N/A

(Secondary Year Levels)

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2017 attendance rate by year level:

Results: 2017

0 — 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 — 50

Few absences <------> Many absences

Similar

Higher

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	92 %	NA	NA	NA	NA

Student Retention

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

No Data Available

No Data Available

No Data Available

No Data Available

Exit Destinations

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

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

No Data Available

No Data Available

No Data Available

No Data Available

(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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Higher

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).
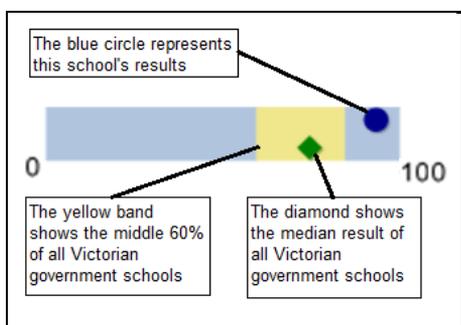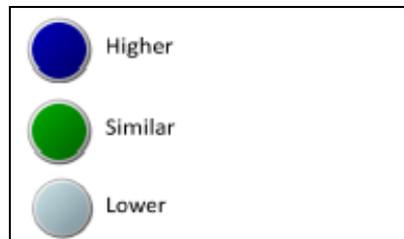

What does *School Comparison* refer to?

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'* 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, the third year of operation, Truganina College has used the available funds to establish the College and purchase what is required to ensure students are supported in their learning. The Resources subcommittee of School Council has been forward thinking in their planning for 2017 and the following years. The below table indicates that in 2017 along with government funds, a large component of funding was generated through locally raised monies. The expenditure for 2017 supported the work that was required in the third year, with a focus on the employment of high quality staff. With stage two of the College opening further monies will be spent in 2018 for the furnishing and equipment required in these learning spaces. The school's priority areas of literacy & numeracy will be well resourced with spending through the support/service of literacy and numeracy consultants and school based coaches, well supported by a data manger. There is also future work planned for the new school grounds with landscaping to be completed and playground equipment to be installed.

All funds have been expended or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, school council approvals and the intent/purpose for which the funding was provided or raised.

I would like to thank the School Council, particularly the resources subcommittee and the office staff, who have managed the school's resources in an efficient and effective manner.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$8,175,795
Government Provided DET Grants	$1,300,553
Revenue Other	$78,301
Locally Raised Funds	$433,678
Total Operating Revenue	**$9,988,327**

Equity[1]	
Equity (Social Disadvantage)	$489,878
Equity (Catch Up)	$15,045
Equity (Social Disadvantage - Extraordinary Growth)	$31,308
Equity Total	**$536,232**

Expenditure	
Student Resource Package[2]	$5,701,929
Books & Publications	$64,193
Communication Costs	$12,381
Consumables	$376,097
Miscellaneous Expense[3]	$514,860
Professional Development	$25,453
Property and Equipment Services	$767,119
Salaries & Allowances[4]	$145,150
Trading & Fundraising	$40,804
Utilities	$50,084
Total Operating Expenditure	**$7,698,070**
Net Operating Surplus/-Deficit	**$2,290,257**
Asset Acquisitions	**$6,035**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$197,783
Official Account	$28,907
Other Accounts	$155,956
Total Funds Available	**$382,645**

Financial Commitments	
Operating Reserve	$299,643
Cooperative Bank Account	$61,700
School/Network/Cluster Coordination	$21,302
Total Financial Commitments	**$382,645**

(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 05 March 2018 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.