

# 2019 Annual Report to The School Community



School Name: Truganina P-9 College (5501)



- 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 22 April 2020 at 04:02 PM by Jennifer Crowle (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 24 April 2020 at 02:57 PM by Jagruti Dave (School Council President)

## About Our School

### School context

Truganina College places its learners at the centre of all we do. The College, located in the growth corridor of Wyndham in the western area of Melbourne, officially opened in 2015, with students in Foundation to Year 6. Since 2015, growth in enrolments has continued. From 2016 to 2018, the implementation of the secondary years of schooling up to Year 9 was completed.

In 2019, 1539 students were enrolled at the College. Seventy one percent were English as an Additional Language students and one percent were Aboriginal and Torres Strait Islander students. Based on the Student Family Occupation and Education index, which takes into account parent occupation and education the overall socio economic profile is in the mid-range.

The staffing profile is made up of 1 Principal, 8 Assistant Principals (7.6 EFT), 7 Learning Specialists, 94 Teachers (91 EFT), 36 Education Support (30.78 EFT), and a Business Manager. There are no staff from an indigenous background.

The College purpose statement is - 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.

The College motto of Inspiring Excellence in Learning to Believe, Achieve and Succeed underpins all College decisions.

As a College, we value learning, respect, resilience and responsibility. Students actively work with the staff and each other to identify and practice the responsibilities that come with these values.

Truganina College has a clear focus on strong learning growth for every student within a culture of high expectations. The key intent of the learning program is to ensure excellence and equity through the effective teaching of literacy and numeracy. The College enables students to achieve higher levels of learning and address the learning impact of disadvantage. The College curriculum follows the expectations and guidance of the Victorian Curriculum with particular attention to the key transition points between educational settings and year levels.

The College has a clear focus on visible learning. In Professional Learning Communities, the staff review their professional practice and use student learning evidence and data to identify student strengths. This evidence is used to target improvement areas in order to personalise learning, engage students and challenge all learners. There is consistency between classrooms with all classes using the high impact teaching strategies. Evidence of this includes, setting goals through learning intentions and success criteria, feedback and the differentiation of lessons with evidence to extend student learning.

Leadership opportunities for staff has been an ongoing 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.

In the second year of operation, all new schools complete a comprehensive and independent school review. 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."

The College will continue a focus on:

- Improving student learning results in all subject areas with a particular focus on literacy and numeracy.
- Implementing a consistent framework for delivering the curriculum with continued work on staff capacity in data

analysis and the implementation of coaching and peer observation 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 2019, the College continued to focus on the implementation of a coordinated plan to improve student attendance. Student engagement and wellbeing is an important key improvement strategy at the College.

Throughout 2019, 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), sport and instrumental music lessons.

The College works diligently to create an inclusive, safe and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships promote positive relationships, security and a sense of belonging within a culture of respect and pride.

A wonderful parent community and School Council are actively involved in many aspects of the College. Community engagement in student learning is an important key improvement strategy at the College. Families collaboratively engage with the College to focus on home strategies that also improve student learning.

### **Framework for Improving Student Outcomes (FISO)**

The College selected the following initiatives and Key Improvement Strategies for focus during 2019:

#### Curriculum Planning and Assessment

1a. Continue to develop and build collective commitment, capacity and accountability to embed a consistent and high quality Instructional Framework, inclusive of the High Impact Teaching Strategies.

#### Building Leadership Teams

2a. To build collaborative professional learning for staff, based on student learning data to improve the consistency and quality of teaching in every classroom.

A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities.

2b. To strengthen school pride and connectedness by empowering students through voice, agency and leadership.

#### Setting Expectations and Promoting Inclusion

2c. To build collective commitment, capacity and accountability to a whole school approach to student wellbeing and engagement.

#### Building Communities

2d. To develop a sustainable and effective educational partnership with all families focused on student learning.

To achieve these Key Improvement Strategies the following high-level actions were implemented:

- Build staff capacity to use the Truganina College Instructional Framework with the development and implementation of a pedagogical model for reading and mathematics.
- Refine student assessment practices to collect student-learning evidence to inform differentiated teaching and learning.
- Have a clear focus on enrichment in reading across Foundation to Year 9.
- Implement an evidence based differentiated adult learning model to improve student-learning outcomes.
- Embed a Professional Learning Community approach to whole school planning and assessment utilising multiple sources of data.
- Implement a comprehensive approach to promote student voice, leadership and agency inclusive of a formal process for student input into curriculum planning, teaching and assessment.
- Implement a rigorous process of collective responsibility to improve student attendance.
- Refine the implementation of the School Wide Positive Behaviour Framework.

- Create a strong educational relationship between families, community and staff to maximise student outcomes in learning and wellbeing.

Each year, inclusive of 2019, the College has collaboratively analysed the College learning and wellbeing data to identify the next steps and to measure progress. Based on the information an Annual Plan was developed and then endorsed by School Council and senior Department of Education and Training staff.

## Achievement

In 2019, in Years Prep to 6 it is pleasing to see strong learning growth across all achievement measures.

In 2019, in Years Prep to 6 the teacher judgment of student achievement working at or above age expected standards in English and Mathematics is at a higher level when compared to similar schools taking into account the background characteristics of students known to make a difference.

In 2019, in the Similar School Comparison Report the NAPLAN data for reading and mathematics is very pleasing with both the Year 3 and Year 5 students in the top three bands of testing above that of other similar schools.

In Year 3, the 4-year average for reading is well above the State median of all Victorian Government Primary Schools.

In Year 5, the 4-year average for reading is at the state median of all Victorian Government Schools.

In both Year 3 and Year 5, the 4-year average for mathematics is above the State median of all Victorian Government Primary Schools.

In 2019, after five years of operation the College has results for the NAPLAN learning gain from Years 3-5, 5-7 and Years 7-9. Learning gain is determined by comparing a student's current year result to the results of all similar Victorian students.

### Year 3-5

- In reading, 82% of students have made medium/high growth.
- In numeracy, 83% of students have made medium/high growth.
- In writing, 80% of students have made medium/high growth.
- In spelling, 92% of students have made medium/high growth.
- In grammar and punctuation, 70% of students have made medium/high growth.

### Year 5-7

- In reading, 86% of students have made medium/high growth.
- In numeracy, 78% of students have made medium/high growth.
- In writing, 67% of students have made medium/high growth.
- In spelling, 79% of students have made medium/high growth.
- In grammar and punctuation, 82% of students have made medium/high growth.

### Year 7-9

- In reading, 85% of students have made medium/high growth.
- In numeracy, 76% of students have made medium/high growth.
- In writing, 71% of students have made medium/high growth.
- In spelling, 87% of students have made medium/high growth.
- In grammar and punctuation, 71% of students have made medium/high growth.

In 2019, Year 7-9 teacher judgments of student achievement working at or above the expected standard in both English and Mathematics is at a higher level to similar schools taking into account the background characteristics of students known to make a difference.

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

It is very pleasing that in 2019, the NAPLAN data for Year 9 students in the top three bands for reading has improved and is above similar schools, whilst the data for numeracy was at a similar level in the school comparison report.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2019, with substantial growth in student enrolments and staff numbers the Truganina Instructional Framework has continued to be an area of focus. The Instructional Framework makes very clear links between curriculum planning, goal setting, explicit teaching, collaborative learning, feedback, reflection and assessment and reporting using a growth mindset.

Teachers used student-learning data to differentiate classroom instruction. As is evidenced through teacher feedback, students developed greater ownership of their learning goals and an understanding of the next steps in learning.

The pedagogical model to teach reading and mathematics has been trialed and refined. In 2020, all staff will use both the Reading and Maths model.

High quality, consistent teaching and learning practices, have been a focus with learning specialists and pedagogical coaches using the Instructional Framework and High Impact Teaching Strategies such as; the use of feedback, the setting of learning goals and differentiation, with a focus on Reading and Maths.

Enrichment opportunities for students with a clear focus on the teaching and learning of reading have been implemented. Precise student learning data has identified student need, which has been targeted with explicit teaching by specifically trained practitioners.

The guiding principles around high quality differentiated adult learning remained a focus. The adult learning has been goal orientated based on student learning needs and has blossomed to incorporate a degree of adult self-direction and the use of appropriate technology. The Professional Learning Community model has been implemented. All teams have followed this inquiry approach to learn collaboratively to best teach the reading comprehension strategy of inferring. A range of student learning data was triangulated to evidence improvement in student learning. The Professional Learning Community model will be broadened in 2020.

## **Engagement**

This year the College focused on the Framework for Improving Student Outcomes dimension of Empowering Students and Building School Pride. Careful planning and implementation resulted in well-functioning Student Leadership Councils. The Student Leaders have successfully consulted with the students in the establishment of the middle years' engagement activities. Staff are considering student interests and views to contribute to classroom differentiation.

Student Leaders were active members of the College School Council, making valuable contributions for consideration in whole College decisions.

In 2020, Lead Teams across the College will use student voice in curriculum planning and the use of resources.

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

Using the similar school comparison data for both Years Prep-6 and Years 7-9, Truganina College has a higher rate of attendance than similar schools.

This pleasing result is due to a well-planned and coordinated whole school approach to monitoring and following up attendance matters. The introduction of a Learning Action Plan for Attendance with agreed individual strategies to assist with regular school attendance has assisted as the College, families and the students work together to reduce

absence rates.

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.

A focus on ensuring family holidays are during the Victorian School Holiday period remains in place.

## Wellbeing

This year the College has had a clear focus on Setting Expectations and Building Inclusion.

With a growing student enrolment, the College has continued to embed the School Wide Positive Behaviour Framework within a strong culture of high expectations. Students are explicitly taught in a regular and planned manner the behaviours that align with the College values. The Respectful Relationships material has been very helpful in the implementation of a weekly program being explicitly taught. Respectful Relationships support the School Wide Positive Behaviours expected at the College.

The explicit teaching of the values includes:

Learning - We actively learn through persistence and having a growth mindset.

Resilience - We are resilient by noticing our emotions, problem solving and knowing when to ask for help.

Respect- We are respectful by being kind to others, the environment and ourselves.

Responsible - We are responsible by being safe, honest and following instructions.

Positive behaviours are recognised, taught and rewarded. The College has a positive approach to this learning and strives to recognise and acknowledge six positive behaviours to every one correction.

In 2019, using the Similar School Comparison Data, it is pleasing to see the following results:

- For Years 4 to 6, in the element of connectedness to school the student results were higher than similar schools.
- For Years 4 to 6, in the element of the effective management of bullying the student results were higher than similar schools.
- For Years 7 to 9 in both elements of connectedness to school and the student perception of the efficient management of bullying, the student results were higher than similar schools.

All College targets in the Attitudes to School Survey Results in the areas of Social Engagement, Student Safety and Learners Characteristics and Dispositions were met.

In preparation for 2020, staff and students have analysed the 2019 results and put in place actions to implement and embed.

Parent satisfaction according to the Parent Opinion Survey indicated pleasing results, performing above the median of all Victorian Government Schools.

Staff satisfaction, according to the School Staff Survey, was above the State median.

## Financial performance and position

In 2019, the fifth year of operation, Truganina College continues to use the available funds to establish the College and purchase what is required to ensure students are supported in their learning. The College Strategic Plan and 2019 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The Resources Sub-Committee of School Council has been forward thinking in their planning for 2020 and the following years. With rapidly increasing enrolments, further monies will be spent in 2020 on staffing and the furnishing and equipment required in these learning spaces. The school's priority areas of literacy & numeracy will continue to be well resourced with spending through the support/service of literacy and numeracy consultants, learning specialists and school-based coaches, well supported by student success coordinators.

There is future work planned for the new school grounds, with landscaping to be completed, and planned enhancements of covered walkways, which will connect the college buildings.

Funds have been used 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.

**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 1539 students were enrolled at this school in 2019, 706 female and 833 male.

71 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.



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



**(Primary Year Levels)**

**Performance Summary**

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

(Primary Year Levels)

# Performance Summary

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

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p>

(Primary Year Levels)

### Performance Summary

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Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>32%</td> <td>51%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>37%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>42%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	51%	31%	Numeracy	17%	32%	51%	Writing	21%	53%	27%	Spelling	8%	37%	55%	Grammar and Punctuation	29%	42%	28%	<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>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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**(Primary Year Levels)**

**Performance Summary**

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	91 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
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(Primary Year Levels)

**Performance Summary**

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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><b>Above</b> <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><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

(Secondary Year Levels)

**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>Above</b> </p> <p><b>Above</b> </p>

**(Secondary Year Levels)**

**Performance Summary**

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **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><b>Above</b> </p> <p><b>Similar</b> </p>

(Secondary Year Levels)

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<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>	<table border="1"> <caption>NAPLAN Learning Gain Student Outcomes (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>58%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>41%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>43%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	58%	28%	Numeracy	22%	41%	37%	Writing	33%	46%	21%	Spelling	21%	49%	30%	Grammar and Punctuation	19%	43%	39%	<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>Statewide Distribution of Learning Gain (all domains)</p>
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<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>	<table border="1"> <caption>NAPLAN Learning Gain Student Outcomes (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>54%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>34%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>56%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	54%	31%	Numeracy	24%	34%	42%	Writing	30%	56%	15%	Spelling	13%	42%	45%	Grammar and Punctuation	29%	56%	15%	<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>Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
Reading	15%	54%	31%																							
Numeracy	24%	34%	42%																							
Writing	30%	56%	15%																							
Spelling	13%	42%	45%																							
Grammar and Punctuation	29%	56%	15%																							
<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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p>																								

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

(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: **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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </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>92 %</td> <td>92 %</td> <td>89 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	89 %	NA	NA	NA	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	89 %	NA	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p>												

(Secondary Year Levels)

## Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
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<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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em; vertical-align: middle;">●</span></p>
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<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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em; vertical-align: middle;">●</span></p>
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## 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	\$17,763,076	High Yield Investment Account	\$579,809
Government Provided DET Grants	\$2,645,610	Official Account	\$56,326
Revenue Other	\$762,498	Other Accounts	\$0
Locally Raised Funds	\$819,822	<b>Total Funds Available</b>	<b>\$636,135</b>
<b>Total Operating Revenue</b>	<b>\$21,991,006</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,728,701		
Equity (Catch Up)	\$19,692		
<b>Equity Total</b>	<b>\$1,748,393</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$11,736,418	Operating Reserve	\$595,565
Books & Publications	\$287,286	Funds Received in Advance	\$241,475
Communication Costs	\$20,201	Asset/Equipment Replacement < 12 months	\$41,217
Consumables	\$698,078	<b>Total Financial Commitments</b>	<b>\$878,257</b>
Miscellaneous Expense <sup>3</sup>	\$1,627,935		
Professional Development	\$119,318		
Property and Equipment Services	\$1,102,115		
Salaries & Allowances <sup>4</sup>	\$126,174		
Trading & Fundraising	\$63,123		
Travel & Subsistence	\$486		
Utilities	\$74,406		
<b>Total Operating Expenditure</b>	<b>\$15,855,541</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$6,135,466</b>		
<b>Asset Acquisitions</b>	<b>\$13,686</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)

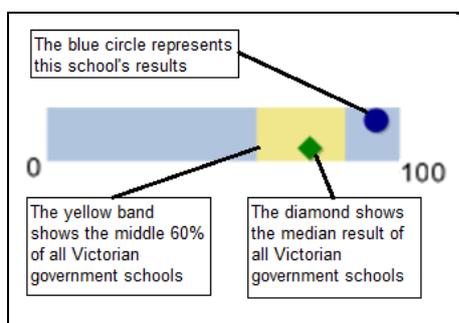
### Engagement

- 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').