

# 2016 Annual Report to the School Community

School Name: Charles La Trobe P-12 College

School Number: 8890



Name of School Principal:	Anna Rigoni
Name of School Council President:	Margaret Phillips
Date of Endorsement:	14.3.17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Charles La Trobe P-12 College is a complex school consisting of four sites and five programs:

- La Trobe Campus – this campus is a P-12 School (470 students) including a secondary Deaf Facility (23 students) and the specialist math science centre Quantum Victoria. QV does not have any direct enrolments.
- Olympic Village campus – this campus is a P-6 primary school for students residing in Heidelberg West (72 students).
- The Pavilion School, Preston East – an alternative provision catering for at risk and vulnerable secondary aged youth. Students enroll from across the Northern region (140 students).
- The Pavilion School, Mill Park - an alternative provision catering for at risk and vulnerable secondary aged youth. Students enroll from across the Northern region (90 students).

With the exception of the Financial Report in this AR, QV and Pavilion report separately. This report pertains to the two mainstream campuses. The College has a team of six principal class officers working together to support our diverse community: College Principal, Secondary School Principal La Trobe, Primary School Principal La Trobe, Olympic Village Campus Principal, The Pavilion Campus Principal (works across two campuses), Director of QV (an assistant principal role).

### Framework for Improving Student Outcomes (FISO)

The two FISO foci are building practice excellence and curriculum planning and assessment. The key improvement strategies for 2016 related to these foci were:

1. Implementing PAT Math and Reading assessments to provide common measure for growth for Years 1-10 students
2. Team planning using student achievement data to design curriculum for students.
3. Implementing quality teaching by developing an instructional model based on the Curiosity and Powerful Learning approach (high impact strategies/connecting data to program planning and delivery).

Improvement strategies 1 & 2 were achieved. Improvement strategy 3 was partially achieved with additional work to take place in 2017 to include implementation of a data portal. Included in Strategy 2 was extensive work on the implementation of the Victorian Curriculum. The College leadership team was restructured and roles/responsibilities reviewed to provide strong leadership across the College: additional leaders were employed to support FISO initiatives.

### Achievement

Unfortunately the College data for the secondary provision is aggregated with The Pavilion School data. This means the Year 7 to 12 data in this report is confounded. Key achievements in 2016 were:

- College Dux receiving ATAR of 99.5
- 20% of students had an ATAR above 80
- 100% of graduating students receiving a first round offer from VTAC (75% University/25% TAFE)
- Median Study Score of 24: 10% of students achieved a median study score of over 40. One student achieved a perfect 50 for EAL.
- School level data indicated an average attendance of 89% for students in Year 7 to Year 12 (this is not reflected in the DET data generated in this report due to aggregation of College and Pavilion students).
- 9/15 targets for student learning were achieved, 4/15 were partially achieved, 2 were not achieved (Refer to AIP 2016).

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

- Olympic Village School was provided with a full time campus principal and, following community consultation, agreement to expand provision to Year 5 & 6 from 2017. This will enable us to provide a school that better meets the community's needs.
- Following community consultation, in 2017, the La Trobe campus will revert to a simpler Primary and Secondary Structure – eliminating the Middle School (a recommendation in the priority review report - 2015).
- Reading remediation programs were implemented at both primary campuses (Direct Instruction). Student achievement data for participating students shows accelerated learning achievement in reading.
- The College maintained a commitment to eLearning and using technology to engage students in their learning.
- The La Trobe University partnerships provided extension and enrichment opportunities for example: Confucius Institute (Culture Day and Study Tour to China), Uni Bridges (Math/Science), VCE Plus and Homework Club.
- A leading teacher was engaged to support curriculum redesign and implementation of high impact teaching strategies.
- Enrichment programs for Senior Students included access to exam preparation program at LTU and access to Ed Rolo.
- Implementation of the Ramon Lewis developmental approach to behavior support continued.



- Established student leadership programs continued.

## Wellbeing

Student Wellbeing initiatives included:

- Social worker for the primary students was employed to provide reports on services accessed by students as well as outcomes of interventions and supports.
- Engagement of a full time leading teacher to implement School Wide Positive Behaviour Support in the primary school.
- Incentives for improved school attendance for secondary students were provided: attendance improved.
- Provision of differentiated learning for CLTC personnel and DF personnel to ensure quality teaching for students with hearing impairments.
- All students who required Individual Learning Plans had one in place (ATSI, OOHC, PSD, at risk) – these students met all the learning goals identified in their ILPs. Student Support Group meetings were convened termly.
- Students with oral language/communication impairments in F-Y4 participated in intensive language support programs provided by a speech therapist.
- The school engaged specialist teachers with expertise in autism, as well as behaviour therapists, to support students with autism.

For more detailed information regarding our school please visit our website at  
<https://www.charleslatrobecollege.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

### School Profile

**Enrolment Profile**

A total of 721 students were enrolled at this school in 2016, 332 female and 389 male. There were 36% of EAL (English as an Additional Language) students and 10% 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**

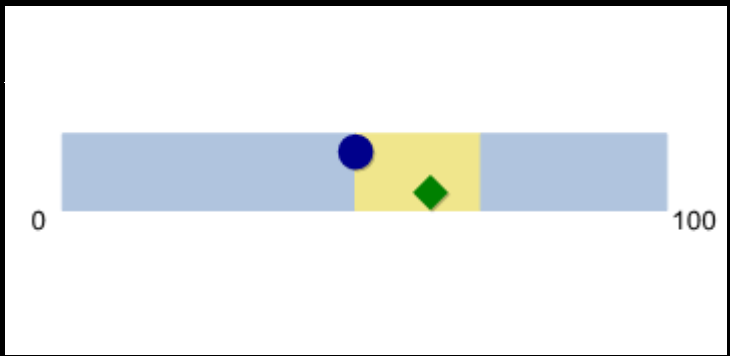
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







(Primary Year Levels)

### Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>



(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>58%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>61%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	58%	16%	Numeracy	24%	65%	12%	Writing	33%	44%	22%	Spelling	33%	56%	11%	Grammar and Punctuation	22%	61%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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>88 %</td> <td>91 %</td> <td>88 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	91 %	88 %	90 %	89 %	91 %	90 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p style="text-align: center;">  Lower         </p> <p style="text-align: center;">  Lower         </p>
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88 %	91 %	88 %	90 %	89 %	91 %	90 %										

(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>





(Secondary Year Levels)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

### Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	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>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>		<ul style="list-style-type: none"> <li> Higher</li> <li> Higher</li> <li> Similar</li> <li> Similar</li> </ul>

## (Secondary Year Levels)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>60%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>27%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>53%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>53%</td> <td>35%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	55%	23%	Numeracy	34%	60%	6%	Writing	59%	27%	14%	Spelling	37%	53%	9%	Grammar and Punctuation	53%	35%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>48%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>37%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>65%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>56%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>59%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	48%	43%	Numeracy	42%	37%	21%	Writing	15%	65%	20%	Spelling	13%	56%	31%	Grammar and Punctuation	8%	59%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>25%</b>                      VET units of competence satisfactorily completed in 2016: <b>48%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>41%</b></p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Higher</p> <p>● Higher</p>																								

(Secondary Year Levels)

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>84 %</td> <td>80 %</td> <td>78 %</td> <td>79 %</td> <td>79 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	84 %	80 %	78 %	79 %	79 %	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	84 %	80 %	78 %	79 %	79 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>												
<p><b>Students exiting to further studies and full-time employment</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.</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>												

(Secondary Year Levels)

### Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>



# How to read the Performance Summary

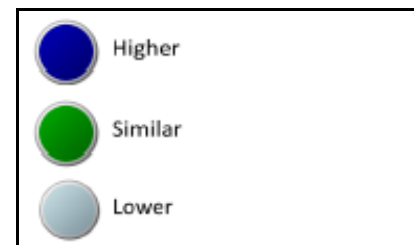
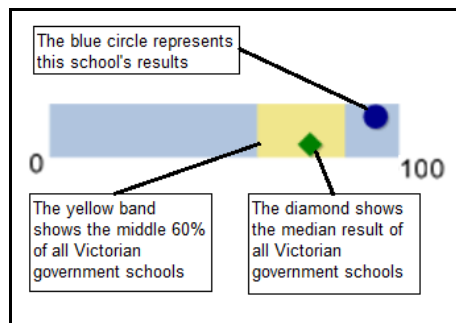
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

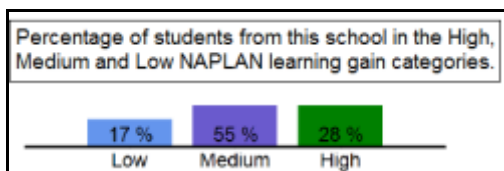
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

*The College continues to experience chronic deficit. This is due to low enrolment at Olympic Village campus and low enrolment in VCE year levels – both programs run in deficit. The management of the College finances are extraordinarily complex. Operationally the budget incorporates five school programs: La Trobe, OV, Pavilion x 2, Deaf Facility and Quantum Victoria. There are currently 6 staff in excess process (the fourth round of excess in six years).*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$9,496,486	High Yield Investment Account	\$207,280
Government Provided DET Grants	\$2,441,864	Official Account	\$55,391
Government Grants State	\$500	Other Accounts	\$2,276,604
Revenue Other	\$215,935	<b>Total Funds Available</b>	<b>\$2,539,275</b>
Locally Raised Funds	\$361,021		
<b>Total Operating Revenue</b>	<b>\$12,515,807</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$9,494,920	Operating Reserve	\$555,678
Books & Publications	\$12,452	Asset/Equipment Replacement < 12 months	\$126,000
Communication Costs	\$99,490	Capital - Buildings/Grounds incl SMS<12 months	\$402,000
Consumables	\$333,522	Maintenance - Buildings/Grounds incl SMS<12 months	\$157,521
Miscellaneous Expense	\$870,520	Revenue Received in Advance	\$58,049
Professional Development	\$55,535	School Based Programs	\$980,266
Property and Equipment Services	\$1,334,009	Provision Accounts	\$130,811
Salaries & Allowances	\$485,589	Asset/Equipment Replacement > 12 months	\$66,000
Trading & Fundraising	\$34,826	Capital - Buildings/Grounds incl SMS>12 months	\$60,000
Travel & Subsistence	\$101,195	Maintenance -Buildings/Grounds incl SMS>12 months	\$2,950
Utilities	\$117,825	<b>Total Financial Commitments</b>	<b>\$2,539,275</b>
<b>Total Operating Expenditure</b>	<b>\$12,939,884</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$424,077)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.*