

# 2019 Annual Report to The School Community



School Name: Charles La Trobe P-12 College (8890)



- 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 28 August 2020 at 03:43 PM by Andrew Robertson (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.

To be attested by School Council President

## About Our School

### School context

#### SCHOOL CONTEXT

Charles La Trobe College opened in 2011 as the outcome of the Heidelberg Schools' Regeneration Project. It resulted from the mergers of La Trobe Secondary College, Banksia Secondary College, Olympic Village Primary, Bellfield Primary and Haig Street Primary schools to become one P-12 school – Charles La Trobe P-12 College. The College consists of three sub-schools:

1. Charles La Trobe P-12 College; La Trobe campus
2. Olympic village Primary School
3. The Pavilion School

Four campuses:

1. Charles La Trobe P-12 College - 174 primary students/324 secondary students. 30% Somali, 5% ATSI
2. Olympic village Primary School - 77 primary students. 20% ATSI
3. The Pavilion School Preston East - 134 at risk secondary students. 40% ATSI
4. The Pavilion School Epping - 82 at risk secondary students. 40% ATSI

Two specialist programs:

1. Deaf Facility – operating within the La Trobe Campus Secondary School; currently 20 students
2. Quantum Victoria – specialist Math's Science Centre, co-located with La Trobe Campus. No students enrolled

Each sub-school has its own vision, values and purpose which reflect each sub-school's community demographic. Each sub school has its own workforce plan that is responsive to the needs of students and/or intent of the program (e.g. Quantum Victoria).

Well over half the students enrolled in the college attract equity funding.

The college is proud of the many and diverse students who attend. There is a strong performing arts program, as well as a growing level of participation in sport. The School's Student Voice program is supported by a strong Student Representative Council, and student leadership roles.

### Framework for Improving Student Outcomes (FISO)

The FISO focus of the SSP is 'building practice excellence.' During 2019 each sub-school including the Deaf Facility participated in Professional Learning Community (PLC) training with DET. This supported the implementation of PLCs across each sub-school; the PLCs are the vehicle for each sub-school's teacher professional learning program. Olympic Village commenced the year reviewing and restating the shared values and vision of the school in order to refocus the teaching and learning program upon high expectations (of teachers and learners). Both primary schools (La Trobe campus and Olympic Village Primary School) participated in a DET provided Teaching Partners program; the intention of the program was to support teachers to collect student reading data in a more consistent manner. The corrective reading program continued at the La Trobe campus to ensure all students below/well below standard were supported to learn to read. Across the mainstream Prep to Year 12 campus (La Trobe campus) the leadership team worked with the students and staff to formulate a shared expectations matrix that aligned the CLTC values with expected behaviours for all key stakeholders within the community. An education consultant worked with the leadership team to support the implementation of a coaching program for teachers to build teacher capacity and the capacity of leaders to support teacher development. At the Pavilion the leading teachers introduced a synthetic phonics program to support the literacy development of learners. The wellbeing team continued to work toward improving student attendance with the ultimate goal of more students completing the VCAL program.

### Achievement

In the 2019 NAPLAN area of Learning Growth from Year 3-5, there was strong growth in both Reading and Grammar and Punctuation. These growth rates of 30% and 33% respectively were well above the State-wide level of 24%. Student results in Numeracy and Spelling matched state-wide growth rates, whilst Writing showed a slight decline for this student group.

Relative to the similar schools group, our school's NAPLAN results compared to schools with similar characteristics was similar in Grade 5 and 9 numeracy, similar in Year 3 reading, and similar in Year 7 Writing, it was above or well above other similar schools in Year 7 numeracy, years 5 and 7 reading and Year 5 writing.

Proficiency in writing is an important marker of ongoing success at school, and 2019 once again indicated the slowly result of progress over two year NAPLAN points, with 26% of Year 5 students below benchmark growth in 2019, 31% of Year 7's and 48% of Year 9 students.

Against teacher judgments in English, 83% of Year Prep to 6 students were at or above in Reading, 85% at or above in Speaking and Listening and 73% of students at or above in Writing. These results were not as strong among Year 7 to 10 students with 64% at or above in Reading, 70% at or above in Speaking and Listening and 62% at or above expected levels in Writing.

Prep to Year 6 students showed improvement in Mathematics Teacher Judgments between 2017 and 2019, with the percent of students below expected levels in these year levels falling from 38% to 27% for Measurement and Geometry, and from 34% to 25% in Number and Algebra and in Statistics and Probability.

At Olympic Village the focus in literacy included the development of Speaking and Listening Protocols including an assessment matrix. The development of a sight vocabulary for the beginning reader is centred around the M100W program. The staff engaged in an Action Research project to support the inclusion of a staged and sequential phonics and spelling program.

Our Victorian Certificate of Education completion rate was 95% in 2019, and the remaining 5% was represented by two students, one of whom was an early leaver to employment. A significantly higher proportion of students at Charles La Trobe completing the VCE complete it with a VET component - 46% compared with 25% at state level. In 2019 there was a single point decrease on the All Study Median Score to 24. The English mean study group score also fell from 26.7 (in 2018) to 24.8 (in 2019).

Despite the mixed results across the college, individual settings continued to progress the practice and capability of teaching staff with a range of instructional models / teaching protocols across the school. The work was supported in 2019 by many staff trained in Professional Learning Communities, and professional engagement teams. The phonics instruction program introduced at The Pavilion School included intensive professional learning and as a result students have received more targeted intervention in reading and spelling. The support and alignment of Quantum Victoria continues to add strength to our science programs.

## Engagement

Relative to the similar schools group, our schools percentage of students with 20 or more absence days continues to be above the results for schools with similar characteristics. The average number of absence days for primary aged students at Charles La Trobe College / Olympic Village is 24 days, compared to 18 days (2017 to 2019) for similar schools.

The average number of absence days for secondary students at Charles La Trobe College / The Pavilion School is 39 days, compared to 21 days (2017 to 2019) for similar schools.

In 2019 the La Trobe Campus employed a social cohesion officer whose role it was to engage with our students and families and to build the relationship between school and home. They worked with individual and small groups of students, focusing on identifying challenges and supporting the students to develop strategies to overcome some of the challenges they face, in particular around attendance at school and pathways planning. The attendance officer

continued to send out SMS messages each morning to families of students who were absent and the Wellbeing Team would follow up with the families of students with chronic attendance concerns; referrals to Orange Door, CAMHS and other agencies were made for students and families requiring additional support. In order to provide further pathways options and engagement, in 2019 we planned for the introduction of Intermediate VCAL in 2020.

In the La Trobe Campus primary setting we developed staff following of the attendance strategy, with contact with families when students are absent. We used absenteeism data to target support for students with high non-attendance and work with families to have them return to school regularly. We introduced social groups to provide structured positive social interactions for students who were identified as experiencing challenges in building or sustaining relationships.

In 2019, The Pavilion School allocated 0.4 FTE role allocations to a teacher and Well-Being worker to specifically target students who had chronic non-attendance below 20%. This allocation included a component of targeted outreach work and the capacity to collaborate with a range of other support networks (e.g. DHHS, VACCA, various welfare agencies, Dep't Ed Justice Initiative) to support attendance at school. This initiative has achieved success in improving on-site attendance for a number of high risk students whilst also enabling teachers to implement targeted literacy interventions such as Synthetic Systematic Phonics where applicable.

Additional Student Support Group meetings were also implemented for students with low attendance in regular classes, regardless of PSD, ATSI or OOH status. Well-Being staff were also allocated times in PLC meetings to share effective attendance initiatives with colleagues. Furthermore, the leadership team embarked on a targeted approach to assessing attendance and risk factor data of students enrolled for 3 years or more and clarifying consistent reasons for absenteeism to inform practice moving into 2021.

To support engagement for our ATSI students, The Pavilion continued to employ an Indigenous Support Worker to engage with organisations such as VACCA and VAHS. In 2019, the Koorie Health Matters program was initiated which resulted in increased attendance for our indigenous students and stronger connections and access to a range of Aboriginal programs and supports.

By providing a more focused curriculum based on the use of data and evidence to identify the student's point of learning need, students achieve greater success. Extensive resourcing has been provided with the building project in both curriculum, sport and recreation and literacy resources. To encourage our student's engagement, we provide a range of extra-curricular activities across the school. Through the Sporting Schools program, we provide a range of sport events and coaching. We have 2 very popular breakfast clubs for families. Youth Foundation, City in the Community and Watermarc have provided programs including Totem Art project, Robotic and Healthy Living classes. Our students engage with We Love Stories ( Early Years Literacy group) and Plenty Valley Library. Carers and parents engage in whole school events, Cuppa with the Principal, school incursions and special assemblies and events.

The culture and student learning activities at Quantum Victoria reflect the vision and values and student and teacher expectations of the broader College. The hands-on, and exciting nature of our programs and approach activates student voice, agency and student leadership in their own learning through:

- building resilience through productive failure
- cultivating creativity and critical thinking via real-life problem solving
- participation in the state-wide Quantum Victoria PrintACar Challenge
- engagement with scientists, engineers, mathematicians and cyber security experts through state-wide conferences and workshops

## Wellbeing

In 2019 all secondary staff completed the final two days of Berry Street Educational Model (BSEM) training. We also implemented the REAL Values Matrix across the secondary school. The matrix was developed through consultation with students and staff in 2018 and provided a framework for further embedding our School Values within the school. The introduction of the subject REAL Ed across all Year 7 – 10 classes provided time in the curriculum for teachers to implement some of the Berry Street strategies as well as focus on the REAL school values. REAL Ed also had a focus

on careers and pathways based on the DET Careers Framework. All Year 10 students took part in the trial Blue EDGE (Educate, Develop, Grow, Empower) program. It is a holistic program run by Blue Light in partnership with Victoria Police combining physical training, mentoring and life skills. Our students developed positive relationships with the Police as well as gaining important life skills such as resilience, communication and respect.

In the La Trobe Campus primary setting, staff continued to implement the BSEM implementation plan from Prep-Year 6. Teachers introduced two new domains of Stamina and Engagement, and Character across the Year. Body and Relationship moved into the consolidating phase. Developing consistency of practice on the BSEM strategies has been a strong focus during 2019. The PS wellbeing team engaged in-school and external support services for a number of students with a variety of individual needs. Across both primary settings student well-being markers in the Attitudes to School Survey were positive, with 80% of students reporting not being bullied, 86% of Year 4 to 6 students positively reporting a sense of inclusion, and 72% of students reporting positive levels of Teacher Concern.

At Olympic Village we further implemented the Berry Street Education Model across the school. Engaging with a BSEM consultant, we continued to develop the scope and sequence to enhance the social and emotional learning across the curriculum. The impact of positive psychology/ trauma informed approach is reflected in the decrease in negative social behaviours and improved attendance. The Team Around the Learner approach is developing through further engaging with experts from across the wider community. Health workers provide access to nutrition and cooking classes for students and their families. Dental health checks, eye testing and cyber safe practice classes have been provided by Banyule Community Health Centre and Kids First.

In 2019, Pavilion team focused on ensuring staff were consistently implementing the key components of the Well-being Model, namely building the regulatory processes, relational strength and psychological skills and strengths of students. This was achieved by ensuring staff became increasingly familiar with these elements with a focus during PLC meetings on case formulation and intervention planning. Well-Being staff were then encouraged to use these elements when meeting with students to formulate individual case plans. In addition to this, staff also used these to frame behavioural interventions using the one on one process when students were unable to meet negotiated school expectations.

The Pavilion School also introduced a Positive Masculinity Program which was accessible for all young men enrolled at the school. This program was consistently attended by approximately 10 -15 students and 2-3 male staff at each campus and explored the challenges and positive elements of being a male growing up in today's society. This was introduced to predominately challenge the existing understandings that many of our young men demonstrated in expressing their masculinity, including exploring ways to exhibit their emotions constructively. This program ran each term at both East Preston and Epping campuses and pre- and post surveys indicated a change in participants understanding of the various ways in which masculinity can be expressed positively. This work complimented the implementation of the Respectful Relationship curriculum into our scope and sequence.

### **Financial performance and position**

The College has continued to be in a financial surplus in 2019. Ensuring staffing requirements are kept within budget has enabled the surplus to be maintained. Further improvement of facilities were completed at the La Trobe Campus (Covered Outdoor Learning Area - \$120,000 - and Outdoor Fitness Circuit - \$100,000) were funded from investments. The Olympic Village Primary School campus was completed and opened in term 4. The La Trobe Campus applied for and received an Inclusive Schools Grant of \$126,241 to build a kitchen garden. This is due to be completed early 2020. Maintenance Blitz funding announced by DET in Term 3 will enable much needed painting to be completed at Pavilion Campus East Preston.

**For more detailed information regarding our school please visit our website at**  
<https://www.charleslatrobecollege.vic.edu.au/>






Draft

## 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 811 students were enrolled at this school in 2019, 402 female and 409 male.

36 percent were EAL (English as an Additional Language) students and 9 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)
















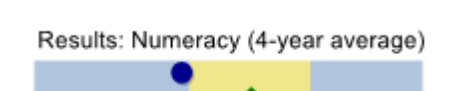


**Performance Summary**

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>Below </p> <p>Below </p>



(Primary Year Levels)

# Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </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>Above </p> <p>Above </p>		

(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Key:</b> Similar School Comparison: <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</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>41%</td> <td>33%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>56%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>41%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>44%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	33%	26%	Numeracy	31%	46%	23%	Writing	26%	56%	19%	Spelling	30%	41%	30%	Grammar and Punctuation	30%	44%	26%	<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"> <caption>Statewide Distribution of Learning Gain</caption> <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
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<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><b>Below</b> </p>
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<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>87 %</td> <td>90 %</td> <td>90 %</td> <td>86 %</td> <td>91 %</td> <td>87 %</td> <td>84 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	90 %	90 %	86 %	91 %	87 %	84 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	90 %	90 %	86 %	91 %	87 %	84 %										

(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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below <span style="color: blue; 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

(Secondary Year Levels)

**Performance Summary**

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span></p> <p><b>Key:</b> Similar School Comparison <span style="color: blue;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 20px;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 20px;">●</span></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: 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>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><b>Below</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: ◆

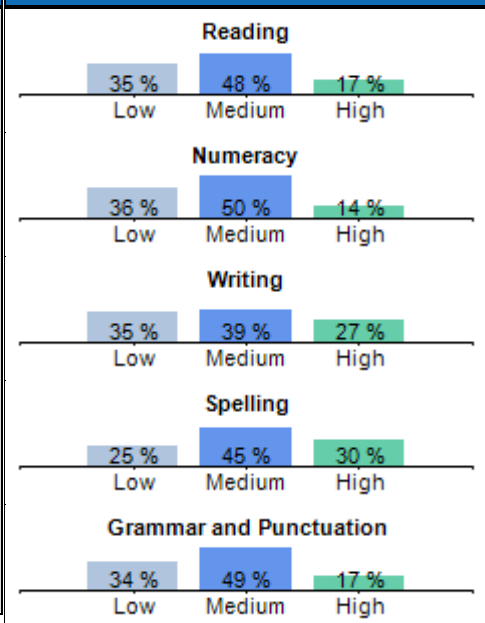
**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
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**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'.



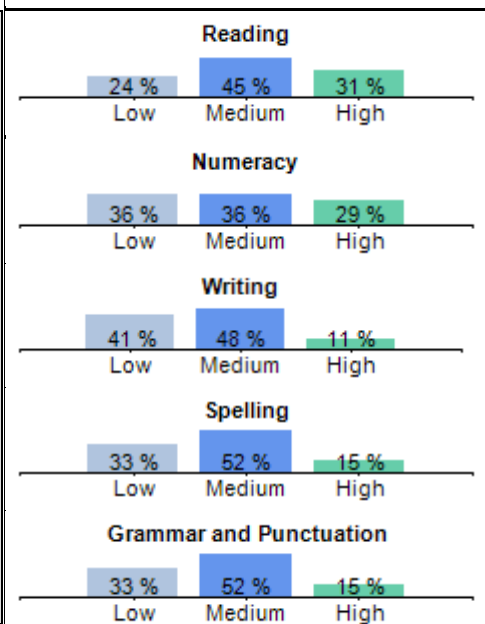
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

**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'.



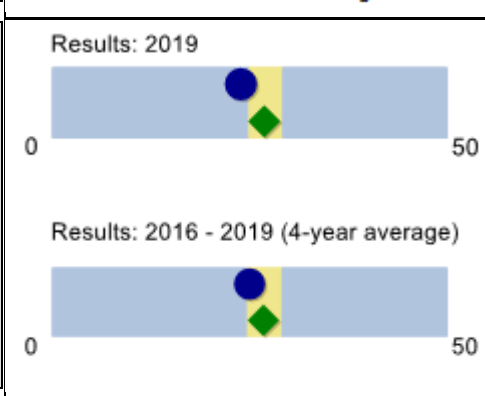
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Statewide Distribution of Learning Gain (all domains)

**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.



Below ●

Students in 2019 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A**  
 VET units of competence satisfactorily completed in 2019: **67%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **42%**

(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: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>84 %</td> <td>79 %</td> <td>76 %</td> <td>79 %</td> <td>82 %</td> <td>78 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	84 %	79 %	76 %	79 %	82 %	78 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
84 %	79 %	76 %	79 %	82 %	78 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												



(Secondary Year Levels)

Performance Summary

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>Below </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>Below </p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$11,432,829	High Yield Investment Account	\$935,218
Government Provided DET Grants	\$2,960,020	Official Account	\$23,908
Government Grants Commonwealth	\$20,413	Other Accounts	\$5,400
Government Grants State	\$86,736	<b>Total Funds Available</b>	<b>\$964,526</b>
Revenue Other	\$95,002		
Locally Raised Funds	\$312,264		
<b>Total Operating Revenue</b>	<b>\$14,907,264</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,434,960		
Equity (Catch Up)	\$60,936		
<b>Equity Total</b>	<b>\$1,495,896</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$11,081,238	Operating Reserve	\$540,611
Books & Publications	\$8,029	Other Recurrent Expenditure	\$64,968
Communication Costs	\$121,363	Funds Received in Advance	\$261,325
Consumables	\$453,612	Asset/Equipment Replacement < 12 months	\$100,000
Miscellaneous Expense <sup>3</sup>	\$1,223,829	Capital - Buildings/Grounds < 12 months	\$171,000
Professional Development	\$90,812	Maintenance - Buildings/Grounds < 12 months	\$310,693
Property and Equipment Services	\$1,353,592	Capital - Buildings/Grounds > 12 months	\$675,217
		<b>Total Financial Commitments</b>	<b>\$2,123,814</b>

# How to read the Annual Report

## What does the 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 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)

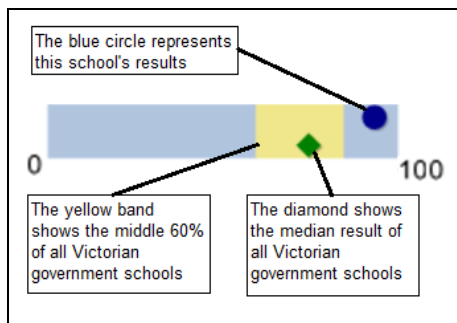
### Engagement

- 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).

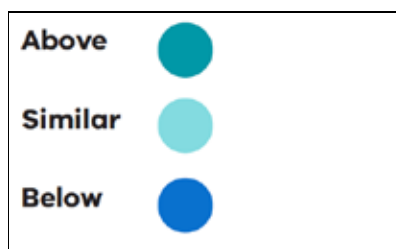


## What does refer to?

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 ' or 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 ?

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').