

# 2019 Annual Report to The School Community



**School Name: Koonung Secondary College (7954)**



- 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 13 March 2020 at 11:47 AM by Marianne Lee (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 03 May 2020 at 04:15 PM by Geoff Spicer (School Council President)

## About Our School

### School context

Koonung Secondary College had a total enrolment of 958 students in 2019, which includes 21% of students who have English as an Additional Language. Koonung had 61.89 equivalent full time teaching staff and 24.3 equivalent full time Education Support (ES) staff. 3 Principal class, 72 Teaching staff and 29 ES staff made up the staffing profile. The student family occupation index indicates that the overall socio-economic profile ranks in the high category.

The College works to build an innovative learning environment in which students develop a strong sense of citizenship and self-awareness whilst aiming to achieve their academic potential. We aspire to establish and sustain the highest quality teaching and learning in every class every day. The College is committed to the six core values of Respect, Resilience, Creativity, Collaboration, Excellence and Endeavour. These values were developed in consultation with all key stakeholders and underpin the College ethos. Dialogue aims to discuss these values and explore the ways that these values can be demonstrated within classrooms, sub-school structures and in the community.

The school continues to provide a range of innovative programs including a Select Entry Enhancement @ Koonung (SEE@K) at Years 7-9 which strives to extend and enrich able students. Live Life (Year 9) is a life-skills program which aims to engage students with curricular and extracurricular programs that are seen to be relevant, challenging, values-based and appropriate to the specific development needs of adolescents. A number of new electives have been offered in Years 9 and 10 to increase student options and understanding of subject demands in Senior Years.

Specialised Literacy and Numeracy Intervention programs are provided for identified students in Years 7 to 9. As The Pathways program (Year 10) provides students with opportunities to develop an awareness of study and careers options, while the Year 7 Transition Program has been developed to support students in the move from primary to secondary school. Sport Education is a core study at Year 7 and 8.

Weekly Level Assemblies are an important component of the school culture. The sub-school teams use this time to discuss important themes around health, physical, emotional and social, organization and study skills as well as provide opportunities for students to present or perform for their peers.

The College strives to develop global citizens who have strong intercultural understanding. There is a well established International Student Program and students are encouraged to engage with all aspects of the College program. A number of highly successful events celebrating the diverse school community have been conducted. Students also have the opportunity to participate in a range of international tours and experiences to broaden their experience of language and culture. Student Leadership opportunities are highly valued and sought after. Student leaders organize and run a range of key events and programs in the school including SRC, Koonung Day, Whole School Assemblies and Presentation Evening.

The College prides itself on developing the whole child and highly values quality staff/student relationships built through strong academic, artistic, sporting and other co-curricula engagement challenges and opportunities.

### Framework for Improving Student Outcomes (FISO)

A key priority for the College continues to be to maximise student achievement with a focus on improving Literacy across all learning areas. In 2017, the College partnered with East Doncaster Secondary College, Camberwell High School and John Monash Science School to establish a FISO literacy group. The FISO partnership has continued to be productive and collaborative. Joint Domain meetings have been conducted with representatives from each school. There has been a number of common assessment tasks delivered and benchmark data collected. A series of student work samples has been collected and shared. Continued collaboration with our FISO schools to create shared Professional Learning Communities has continued and resulted in the organization and delivery of a 4-school literacy professional learning conference which was held in June. The event was highly successful and comprised of workshops delivered by Literacy expert Misty Adoniou and sessions led by teachers from each school who shared their

practice and resources with each other.

The focus on Literacy across the curriculum has continued. Koonung has developed its own abridged Literacy for Learning course which was delivered to all 15 new and returning staff in 2019. Domains are continuing to embed literacy goals into assessment rubrics and strategies and tasks with a specific literacy and vocabulary focus into curriculum documentation, unit outlines and lesson plans. Domains teams have presented at professional workshops outlining and sharing Literacy strategies which have been incorporated into Curriculum documentation and lesson plans. Leading teachers, (Head of English and Literacy across the Curriculum and Head of Mathematics and Numeracy across the Curriculum) have been appointed through a state wide process and have participated in the Leadership retreat.

We believe that continuous learning in this key FISO priority area of the Education State, as well as our 2020 Annual Implementation Plan, will enable us to promote the improvement of student outcomes, as well as expanding critical equity of outcomes for life for all our students. We will continue our relationship with the schools above and aim to complete the PLC training in 2020 as a FISO initiative.

## Achievement

Teachers are committed to improving their pedagogical practice and student engagement in learning. The College has further embedded the teaching and learning model LET'S LEARN and student feedback has identified more consistent use of visible learning intentions in classrooms and increased quality and quantity of teacher assessment feedback being provided. In 2019, a goal was set for staff to publish learning intentions and lesson plans for all classes with students. Conversations with student groups have revealed an increase in the number of students accessing the lesson plans prior to classes, particularly at the VCE level, resulting in greater metacognition for learning. In addition, an increase in more active use of learning time has become apparent.

There has been progress in NAPLAN targets set in our 2019 AIP. A whole school approach to Literacy was a continued focus for 2019. Relative growth has improved in Reading, Grammar and Numeracy, however, there has been a decline in the percentage of students making high or medium relative growth in writing and spelling. Continued and re focused approach to literacy across the curriculum with a focus on writing will occur in 2020. Results from the staff survey showed improvement for Academic Emphasis and Teacher collaboration, both results are higher than results for the Region and State. There has been a large amount of work begun to audit courses, particularly at Middle School against the Vic Curriculum and to increase the literacy focus. Review of assessment tasks is also underway.

VCE results were excellent, showing improvement in median from 32 to 33. English improved significantly and gained a median score of 33. EAL earned 35. The College's ongoing literacy priorities, with a particular focus on writing, would seem to be showing benefits for student outcomes. 99% of students in 2019 satisfactorily completed their VCE and 6% undertook at least one Vocational Education and Training unit (100% of VET units were satisfactorily completed). The percentage of study scores of 40 or more was 9.3% and the percentage of ATARs above 95 and 90 was strong (13.2% and 32% respectively). The Median Study Score for Year 11 Students completing Unit 3/4 was an excellent score of 36, this supports the rigorous criteria applied for acceleration.

Thirteen studies achieved a median study score of 33 or above. Pleasingly, there was strong performances from a range of subject areas, including English, EAL, Literature, Mathematics, Media, Biology, History, Art and Chinese First Language.

Excellent VCE outcomes for all students remains a top priority for the College and teachers of VCE studies have undertaken thorough analysis of students' 2019 examination results, reflected, and made changes to further improve outcomes. Teacher teams are electing to take PPD time together and were working collaboratively on planning, and moderation of assessment. This was particularly true of the VCE English team who increased the rigour of their moderation and accuracy of the cross marking process.

Senior students are acting with greater agency and awareness of the benefits of collaboration alongside genuine effort. The College's significant investment in literacy training for all teachers should underpin improvements in the quality of students' written responses across all subjects – this is seen as a key element both for further strengthening VCE

outcomes and for equipping students with the kind of skills needed in workplaces of the 21st century.

A Community of Practice has been established between Koonung and local primary schools to identify and share literacy and assessment practices. School visits have included discussion and classroom observations. A common writing task was delivered and then cross marked together with Year 7 English teachers and Grade 6 teachers. This project will continue in 2020.

## Engagement

Attendance rates at the College continue to be extremely strong. The average number of days absent at 11.7 is much lower than State averages, however slightly higher than in 2018. The Well-being and Sub school teams are working hard to maintain connections with students who are not attending regularly. A range of strategies have been put in place to support reconnection of these students.

Percentage attendance rate by year level varies only slightly across year levels from 94% at years 7 and 8 to 96% at Year 12. Year 9 has the lowest attendance rate at 93%. Sub school teams monitor individual student attendance and daily SMS messages ensure that parents are informed of any unapproved absence from school. Students identified with chronic absences are provided with Student Support Group (SSG) meetings to support their return to school. These meetings ensure that appropriate Wellbeing support is provided.

Student attendance rates at whole school activities such as swimming sports and athletics carnivals was identified as an area requiring attention and a range of activities was employed to engage students. In 2019 there was increased attendance at each major carnival which was pleasing.

Involvement in camps, both whole year level and elective, interschool sport, Koonung Day, College musical and Play and participation in lunchtime activities is strong across the College.

The College has a strong student leadership group led by a leading teacher. In 2019 there was increasing interest in leadership in both Senior and Middle School. SRC expanded to include a Middle School forum and ambassadors were selected for each form group. Year level and whole school assemblies are regularly student led and opportunities for student agency/voice are extensive. A range of focus groups and forums have been conducted to provide opportunity for student opinion to be aired. These outcomes have been presented to staff.

Our College Captains have maintained a role on College Council for many years, however, in 2018 an additional two student elected representatives were added to Council. Other opportunities for student representation include: SRC (Student representative Council), Interact Club, both Senior and Middle School and many other clubs and committees. A continued focus on the College values: Excellence, Endeavour, Respect, Resilience, Collaboration and Creativity is evident in presentations to students, parents and the general community. Level assemblies in Middle School regularly recognizes students who display aspects of these values in their work habits at school.

Parent and student information sessions are conducted throughout the year. 1:1 subject selection interviews are conducted with all students in Years 9-11 prior to students submitting subject selection applications. These are well attended by parents, who clearly value the individual tailored information provided to each student. We value our parent involvement in this process and continue to explore further opportunities.

## Wellbeing

Koonung adopts a team approach towards wellbeing and engagement which consists of a Leading Teacher, sub-school teams, counsellors, school nurse, student inclusion team, careers and pathways team and classroom teachers. A proactive approach towards building resilience, connectedness and positive psychology is fostered across the College.

The Sub schools and Wellbeing teams work with individual students to improve their personal outcomes on a regular basis. staff workshops run to support staff use of cognitive development strategies and to increase capacity to cater for learning differences. The College counsellor team attends level assemblies and provides information and strategies to

support student's emotional, health and well-being.

Members of the wellbeing team have participated in a range of Professional Learning opportunities aimed at increasing their capacity to support students. These included dealing with school refusal, embedding Respectful Relationships, SWPBP and PSD processes. The school has begun the journey to implement SWPBP into the college as staff have indicated through surveys that they would welcome the initiative.

A variety of other programs are provided to support student well-being. These include:

- The Raise Mentoring initiative to support disengaged students in Year 8.
- Wellbeing day: Students in Years 7 and 8 participated in a range of resilience workshops which covered easily transferrable activities to build resilience. Year 9 students attended a transition and team building camp.
- The Positive Classrooms program which focuses on the development of resilience and materials which incorporate Rights and Respectful Relationships.
- Koonung Day – to build school culture and spirit which was planned and run by student leaders and teachers.
- Physical First Aid for Year 10 students and staff
- Ask Anything question panels at Level Assemblies
- Lunch time activities and club programs.

### **Financial performance and position**

In 2019, we had 75 international students studying at the College as part of DET's International Students Program. This additional revenue is shown in DET grants. Salaries to operate this program form part of the Student Resource Package expenditure line.

The College operates a 1:1 Notebook program which requires families to purchase devices from the College. This significantly increases locally raised funds. The College also raises significant funds locally from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for the XJS Chinese School, which operates a campus on our site.

There were no other extraordinary revenue or expenditure items this calendar year.

**For more detailed information regarding our school please visit our website at**  
<https://www.koonung.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

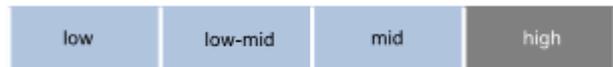
#### Enrolment Profile

A total of 954 students were enrolled at this school in 2019, 407 female and 547 male.

21 percent were EAL (English as an Additional Language) students and ND 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.



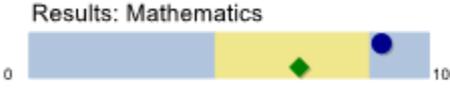
#### School Staff Survey

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.



## 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>Similar </p> <p>Similar </p>

## Performance Summary

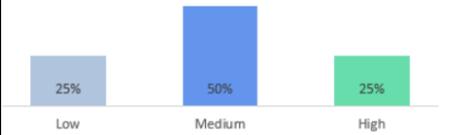
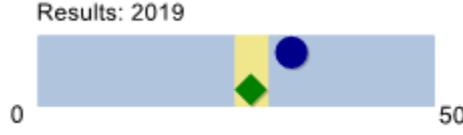
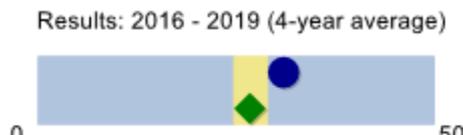
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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>Similar <span style="color: lightblue; font-weight: bold;">●</span></p> <p>Below <span style="color: blue; font-weight: bold;">●</span></p>

## Performance Summary

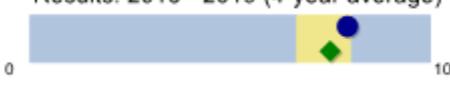
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN 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>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">22 %    49 %    30 % Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">15 %    53 %    32 % Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">21 %    51 %    28 % Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">24 %    45 %    31 % Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">22 %    41 %    37 % Low    Medium    High</p>	<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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<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>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">22 %    52 %    26 % Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">14 %    54 %    32 % Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">26 %    50 %    24 % Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">26 %    49 %    25 % Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">22 %    53 %    25 % Low    Medium    High</p>	<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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p style="text-align: center;">Above <span style="color: teal; font-size: 2em;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **99%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **6%**  
 VET units of competence satisfactorily completed in 2019: **100%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A**

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 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>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	93 %	95 %	94 %	96 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
94 %	94 %	93 %	95 %	94 %	96 %										
<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: 2019</b></p>  <p><b>Results: 2016 - 2019 (4-year average)</b></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><b>Results: 2019</b></p>  <p><b>Results: 2016 - 2019 (4-year average)</b></p> 	<p>Above </p>													

## 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><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: 10px; 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>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></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> <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>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;">●</span></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

Revenue	Actual
Student Resource Package	\$8,225,575
Government Provided DET Grants	\$1,324,507
Government Grants Commonwealth	\$37,371
Government Grants State	\$15,641
Revenue Other	\$41,664
Locally Raised Funds	\$1,793,870
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$11,458,628</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$33,490
Equity (Catch Up)	\$19,036
<b>Equity Total</b>	<b>\$52,526</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$9,081,727
Books & Publications	\$4,523
Communication Costs	\$15,860
Consumables	\$183,449
Miscellaneous Expense <sup>3</sup>	\$1,143,185
Professional Development	\$35,804
Property and Equipment Services	\$716,755
Salaries & Allowances <sup>4</sup>	\$300,391
Trading & Fundraising	\$24,671
Travel & Subsistence	\$733
Utilities	\$118,156
<b>Total Operating Expenditure</b>	<b>\$11,625,254</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$166,627)</b>
<b>Asset Acquisitions</b>	<b>\$120,881</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$2,133,089
Official Account	\$33,497
Other Accounts	\$256,941
<b>Total Funds Available</b>	<b>\$2,423,527</b>

Financial Commitments	
Operating Reserve	\$399,719
Provision Accounts	\$5,340
Funds Received in Advance	\$457,346
School Based Programs	\$16,000
Beneficiary/Memorial Accounts	\$256,755
Funds for Committees/Shared Arrangements	\$57,088
Repayable to the Department	\$406,585
Asset/Equipment Replacement < 12 months	\$16,520
Maintenance - Buildings/Grounds < 12 months	\$243,260
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$500,000
<b>Total Financial Commitments</b>	<b>\$2,408,613</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)

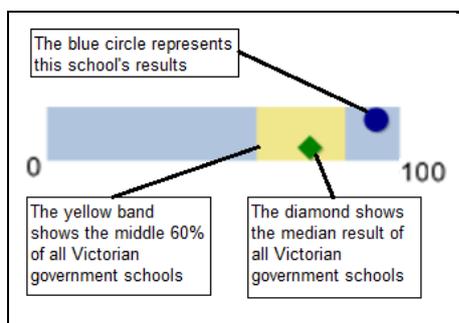
### Engagement

- 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').