

# 2018 Annual Report to The School Community



School Name: Hazel Glen College (5552)



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 20 March 2019 at 12:45 PM by Anthony Stockwell  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 03:41 PM by Craig Williams  
(School Council President)

## About Our School

### School context

Hazel Glen College is located in the City of Whittlesea, in the suburb of Doreen, which is one of the most northern suburbs of the municipality. The City of Whittlesea welcomed over 8,000 new residents last year. About 70 per cent of the City is a rural area, with the other 30 per cent being an urban area, comprising houses, shops and factories. It is expected that the population in the City of Whittlesea will continue to grow rapidly over the next few years.

Hazel Glen College forms an important school community hub for the residents of Doreen and surrounding suburbs. Hazel Glen College was first opened in 2014 commencing with 143 students and 13 staff in Years Prep-6. Over the past 6 years, the College has rapidly grown to over 2850 students and over 250 staff members as a P-12 College. Hazel Glen College has been one of the fastest and largest growing school across Australia during this time.

Hazel Glen College has built its educational model around the stages of learning comprising Kindergarten, Junior School - Years P-4, Middle School - Years 5-8 and Senior School - Years 9-12.

A Child Family Centre, comprising, kindergarten (3 and 4 year old), extended day care, playgroups, intervention services, maternal health centre and various other community service groups, is co-located on the school site and creates an exciting and innovative early childhood education precinct.

We have a detailed Experiential Learning model running with our Year 9 cohort which has a strong focus on connectedness and engagement. 2019 has seen the formal introduction of our first VCE/VCAL curriculum programs. We commenced Year 11 with 200 students undertaking a breadth of subjects in their chosen VCE pathways programs in our new Senior School Building. We have over 40 students commencing their Victorian Certificates Applied Learning (VCAL), this senior pathway is designed to prepare students for further education, training or employment by providing them with work-related experience, literacy and numeracy skills and an opportunity to develop personal skills.

The College motto, Learners today - Leaders tomorrow, will lead the direction we see for all of our students. Hazel Glen recognises the importance of educating students holistically including their Physical, Social, Emotional and Cognitive development. This Holistic educational philosophy is embedded in the College structured educational model of the stages of learning. All curriculum planning and pedagogy are inclusive of students capabilities in their stage of learning.

Hazel Glen College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities and teaching and learning practice represent an exciting opportunity for all students where we will continue to build the school's culture and values.

A total of 2506 students were enrolled at this school in 2018, 1232 female and 1274 male. 7% of students had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

In 2018 the Student Family Occupation (SFO) index was 0.4353 and Student Family Occupation and Education (SFOE) 0.3866. We also had 106 funded English with Additional Language students, 457 equity funded students and 48 Koorie students.

### Framework for Improving Student Outcomes (FISO)

In 2018, the College continued to build on some elements of the 6 high impact improvement initiative dimensions in FISO. We placed a greater focus in the priority area of "Excellence in Teaching and Learning" due to the needs of the College.

Excellence in Teaching and Learning: Building Practice Excellence. Our focus was on student outcomes. Domain

meeting times were assigned each term and rotated so that each curriculum area has adequate planning/reviewing time. Professional practice days were scheduled so that professional learning teams could collaborate on teaching and learning programs targeted at specific stages of learning. The organisational structure showed a distribution of support available including the introduction of Learning Specialists in 2018, Coaches and Domain Leaders. Coaching, team-teaching and peer observation opportunities were provided across the College. We focused on the analysis and evaluation of student data to identify gaps in learning. Teachers had access to and were provided with presentations on student data with reference to Naplan, Attitudes to School Survey, VC Levels, SPA, PAT testing, Exam data, Key Assessment Task data, Rubrics (linked to VC), Essential Assessment (pre and post-testing).

Curriculum Planning and Assessment: Holistic approach to curriculum, pedagogy and assessment. Learning Programs were documented with links to the Capabilities. Unit Outlines referenced instructional practice. Capabilities were mapped across the appropriate learning areas and were reported to. Scope and Sequence documentation, Unit Outlines and Student Checklists were further developed. STEM and problem-based learning projects were integrated into the curriculum. Policies were drafted to support assessment, reporting and moderation. Leading teachers attended professional learning across all stages to ensure that there was cohesion within the College. Rubrics were created on Compass showing skill sets linked to the VC Levels. Moderation meetings were scheduled in where staff shared samples of High, Medium and Low ability work to build consistency. Student voice forums were coordinated to provide feedback. Summary documents (Snapshots) for students with individual needs were created which led to the development of 'Individual Learning Plans' on Compass. The senior school curriculum was developed and documented and VRQA was achieved to deliver the year 11 and 12 curricula for 2019.

Building Leadership Teams: With a new principal appointed, the establishment of the College leadership positions and structures were reviewed and implemented. Senior school leaders worked with external professionals and parents to create, develop and document a successful senior school model which allowed for a diversity of pathway opportunities for all students. Ongoing coaching and mentoring was provided to all staff from Coaches, Leading Teachers, Instructional Leaders and by the College executive team as well as additional professional learning for aspiring leaders. A wide range of POR positions were available to staff providing leadership opportunities for personal growth and development.

Empowering students and building school pride: The College activates student voice and agency. SRC, House Captains, Sports Captains, Performing Arts Captains, Sustainability Captains and other selected representatives drove weekly assemblies, sports activities, fundraisers and special events. Students were invited to 'Student Voice' meetings each term to meet with the Principals and Leadership teams to help drive improvement. Student Attitudes to School Survey data was shared with the students and they were encouraged to provide further feedback. A matrix of positive behaviour expectations was created by the current Year 9 and 10 students for Senior School. Students set individual goals using the Compass platform. These goals were shared and approved by the parents/carers and reflections were recorded. Career Action Plans and Career Goals were completed by each Year 9 student and then revisited for the rest of their Senior Years. Student Checklists, Rubrics and teacher feedback on Key Assessment Tasks (feedback and feed-forward) were used to inform progress and for teacher feedback. We built school pride and connectedness through our Award ceremonies which were held each semester to acknowledge student endeavour and excellence. Regular assemblies included student recognition and celebration evenings were held throughout the year.

Setting expectations and promoting inclusion: The College fostered inclusion and engagement and we continued our role as a leading school with the Respectful Relationships program which is embedded throughout our programs and curriculum. The College promotes building a positive culture by embedding the FISH philosophy. There was a strong understanding amongst students that bullying is not tolerated at the College and that treating others with support, care and kindness is an expectation. The College Values of Respect, Relationships, Resilience and Responsibility were consistently reinforced and practised by staff and students. We modified our language in many College policies to support inclusion and diversity.

Building Communities: The College continued to extend its relationship with communities both near and far. We extended student opportunity offerings not just nationally but internationally, with expeditions to another remote aboriginal community in the Kimberley region of Western Australia and to NASA in Huntsville Alabama, USA. We

continued to be strongly supported by our community both in the classrooms, support of their children travelling and by their attendance at College special events like the College musical "The Sound of Music", Carols by Candlelight Evening, STEAM Showcase Evening, Elective Expos and Information Evenings, Year 9 Experiential Programs including Personal Best Project, Community Journal and City Experience, Year 10 Work experience, "Night at the Museum" Humanities Showcase, iDiscover presentations (Year 4) and Mothers Day / Fathers Day Breakfasts to name a few.

## Achievement

In 2018, teacher judgement of student achievement in year levels Prep to 6 and Years 7-10 working at or above age in English and Mathematics.

P-6: Teacher judgement of achieving at or above age expected in English was at 91.3% compared to state 90.1%

P-6: Teacher judgement of achieving at or above age expected in Mathematics was at 93% compared to state 91.1%

7-10: Teacher judgement of achieving at or above age expected in English was at 79.9 compared to state 79.1%

7-10: Teacher judgement of achieving at or above age expected in Mathematics was at 69.3% compared to state 69.4

NAPLAN Year 3 to 5 data indicated in reading and numeracy that we held consistent with state median around the 75% for Reading and 62% for Numeracy in Year 3 and in Year 5 had dropped slightly below the state median in both Numeracy and Reading.

NAPLAN Year 5 to 7 data indicated in reading that we were in comparison with state median at 50% of students making medium to high growth and in Numeracy 46.2 compared to state average of 50.8

NAPLAN Year 7 to 9 growth analysis data was available for 56% (120) of the cohort of students who between 2015 - 2017 remained at the College. In Reading, the data indicated 63% of students making medium to high growth comparable to State averages of 75%. In Numeracy, the data indicated 64% of students making medium to high growth compared to the State average of 75%.

Year 3 NAPLAN assessment of students indicated that 80% of students (152) were performing in the top 3 bands in Reading. Year 3 Writing assessment indicated that 79% of students (151) were performing in the top 3 bands and Year 3 Numeracy assessment indicated the 62% of students (118) were performing in the top 3 bands.

Year 5 NAPLAN assessment of students indicated that 52% of students (143) were performing in the top 3 bands in Reading. Year 5 Writing assessment indicated that 25% of students (62) were performing in the top 3 bands and Year 5 Numeracy assessment indicates that 41% of students (62) were performing in the top three bands.

Year 7 NAPLAN assessment of students indicated that 50% of students (78) were performing in the top 3 bands in Reading. Year 7 Writing assessment indicated that 25% of students (73) were performing in the top 3 bands and Year 7 Numeracy assessment indicates that 46% of students (128) were performing in the top three bands.

Year 9 NAPLAN assessment of students indicated that 40% of students (85) were performing in the top 3 bands in Reading. Year 9 Writing assessment indicated that 18% of students (38) were performing in the top 3 bands and Year 9 Numeracy assessment indicates that 33% of students (68) were performing in the top three bands.

Specific focus areas will be in literacy across the College from Year 3-10. The College review is currently being conducted and as part of the development and documentation of the new SSP and AIP, key targets and strategies will be identified for improvement.

## Engagement

Student engagement and connectedness is very important to us. The College offers an extensive extra-curricular / clubs program at lunchtime to support student engagement. These activities provide students with the opportunity to

meet new peers and teachers with similar interests, have fun and learn new skills. The College has extensive student leadership positions ranging from Junior and Middle School captains, sports captains, House captains, SRC, STEAM and Arts captains, sustainability and social justice positions. The College introduced Compass as the new web-based software system and as a result, was able to track student attendance data more accurately. This system has helped with a more user-friendly ability for parents to inform the College with absences and other College events requiring parental consent and payment. As the College grows into the senior years we aim to offer additional opportunities to travel both nationally and internationally. Student attendance data in years prep to six are compatible with both state and network averages across each of the year levels. In Years 7-10 we are 3 days over state average (20 days) on 23 days. The College average of unexplained absences is below 10% of the student population, compared to the state which is well over 20%.

## Wellbeing

Year 4 to Year 10 students participated in the 2018 Attitudes to School Survey (ATSS). This survey provides schools with valuable data on students' views of their wellbeing, teaching, learning and school in general. This survey is very important when receiving feedback on our holistic education philosophy at the College. The data from Years 4-10 overall is pleasing. The only area to continue to unpack is students indicating bullying, this data is higher than expected. The highest feedback was 94% with students saying they believe the school sets high expectations for success in Years 4-6, 72% for students in Years 7-9 and 61% for Year 10 students.

For students in Years 4 to 6, student attitudes in 2018 were generally very similar to 2017. Endorsement of 'sense of confidence' is at 81.8% and 'sense of connectedness' at 81.2% which is similar to 2017 results. 'Resilience' was rated similar to 2017 at 81.6%. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017.

While students attitudes in Years 7 to 9 is generally much lower than for primary school students, there was some improvement from 2017 to 2018. Endorsement of 'sense of confidence' has improved from 62.7% to 64%. 'Sense of connectedness' improved marginally to 56.7%. Endorsement of 'Resilience' rose to 60.3% in 2018 (58.7% in 2017). The most positively endorsed factor for students in Years 7 to 9 was 'Attitudes to Attendance' with 78.5% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.6 percentage points from 2017.

The College has strong organisational structures to support students learning, health and wellbeing. The College added an educational psychologist to the wellbeing team in mid-2018 to help with cognitive assessments. The College continues to develop its partnerships with external support agencies like Austin CYMHS and Head Space to support students with mental health issues.

Staff opinion survey indicated that staff are 58% positive about the school climate and that parents are overwhelmingly satisfied with the College overall at 85%.

## Financial performance and position

The effective use of the school's resources for 2018 was reflected in two main components; use of the DET funding provided by the Stage 2 establishment grant and the use of allocated SRP funding. With the completion of the senior school building, additional expenditure is required to ensure that it is adequately resourced. Acquisition of furniture and provision of technology infrastructure across the College is extensive, while also setting up a new building from scratch. The College again grew by over 400 students and the employment of new staff represents a significant budget expenditure. Leadership positions were established to lead the development and documentation of the senior school (VCE/VET) curriculum.

2018 continued to see very successful programs that were driven by the College, in particular, the 3 and 4 year old Kindergarten and Extended Care Programs, OSHC Program and Canteen. While separate program budgets are managed for these programs, the majority of staffing for these programs was against our SRP allocation.

The High Yield investment account held funds that were to repay the 2017 SRP deficit due to the employment of Kinder, OSHC and Canteen staff. Grants from the Commonwealth Government were provided for the provision of the 4yo Kinder program. Startup budgets were also established for new subject offerings in the senior school elective areas in Art, Technology, Physical Education, and Music.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

### School Profile

#### Enrolment Profile

A total of 2506 students were enrolled at this school in 2018, 1232 female and 1274 male.

7 percent were EAL (English as an Additional Language) students and 2 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**

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

Achievement	Student Outcomes	School Comparison
<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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

**(Primary Year Levels)**

**Performance Summary**

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

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>

(Primary Year Levels)

# Performance Summary

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

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>57%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>48%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>50%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	57%	11%	Numeracy	41%	48%	11%	Writing	27%	58%	15%	Spelling	29%	49%	22%	Grammar and Punctuation	40%	50%	11%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 996"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	92 %	93 %	91 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	92 %	93 %	91 %	91 %										

(Primary Year Levels)

**Performance Summary**

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</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 Schools:   
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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:

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>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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

**(Secondary Year Levels)**

**Performance Summary**

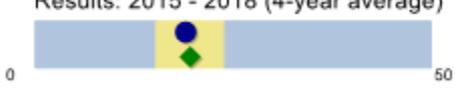
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Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 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>NAPLAN Learning Gain does not require a School Comparison.</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>NAPLAN Learning Gain does not require a School Comparison.</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: <a href="#">N/A</a>            Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <a href="#">N/A</a>            VET units of competence satisfactorily completed in 2018: <a href="#">N/A</a>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <a href="#">N/A</a></p>		

**(Secondary Year Levels)**

**Performance Summary**

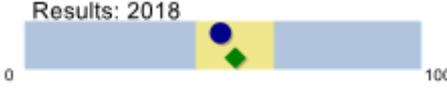
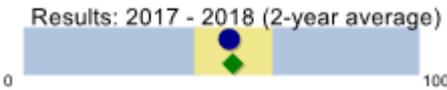
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1034"> <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>91 %</td> <td>89 %</td> <td>85 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	85 %	88 %	NA	NA	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	85 %	88 %	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												

**(Secondary Year Levels)**

**Performance Summary**

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

Wellbeing	Student Outcomes	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>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$18,998,217	High Yield Investment Account	\$1,937,821
Government Provided DET Grants	\$2,456,985	Official Account	\$101,302
Government Grants Commonwealth	\$803,375	<b>Total Funds Available</b>	<b>\$2,039,123</b>
Revenue Other	\$75,298		
Locally Raised Funds	\$3,629,596		
<b>Total Operating Revenue</b>	<b>\$25,963,471</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$189,216		
Equity (Catch Up)	\$51,424		
<b>Equity Total</b>	<b>\$240,640</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$21,888,271	Operating Reserve	\$1,054,824
Books & Publications	\$3,995	Funds Received in Advance	\$1,220,090
Communication Costs	\$41,345	Repayable to the Department	\$1,944,894
Consumables	\$785,636	<b>Total Financial Commitments</b>	<b>\$4,219,808</b>
Miscellaneous Expense <sup>3</sup>	\$2,444,537		
Professional Development	\$102,257		
Property and Equipment Services	\$1,342,386		
Salaries & Allowances <sup>4</sup>	\$904,314		
Trading & Fundraising	\$544,791		
Travel & Subsistence	\$0		
Utilities	\$298,239		
<b>Total Operating Expenditure</b>	<b>\$28,355,770</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,392,300)</b>		
<b>Asset Acquisitions</b>	<b>\$683,536</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 15 March 2019 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)

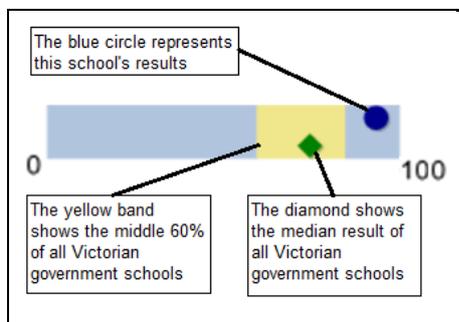
### Engagement

- 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).

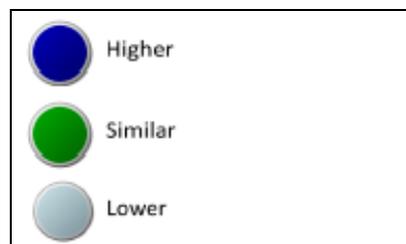


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').