2019 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).
- 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 12 May 2020 at 04:02 PM by Anthony Stockwell (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 09 September 2020 at 10:43 AM 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 is a rapidly growing community with many new housing estates.

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 almost 3000 students and over 300 staff members as a P-12 College. Hazel Glen College has been one of the fastest and largest growing schools 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. Within this model of education, we are better able to meet the holistic needs of our students.

A Child Family Centre, comprising, kindergarten (3 and 4-year-old), extended daycare, 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 their 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 practices represent an exciting opportunity for all students where we will continue to build the school's culture and values.

A total of 2850.2 students were enrolled at this school in 2019, 1368 females and 1482.2 males. 7.4% (212) of students had English as an additional language and 1.6% (47) were Aboriginal or Torres Strait Islanders.

In 2019 the Student Family Occupation (SFO) index was 0.4354 and Student Family Occupation and Education (SFOE) 0.3820. We also had 88 funded English with Additional Language students, 478 equity funded students.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was one of the College priorities in 2019 with a dimension focus on Building Practice Excellence: This was a KIS for the college with many significant elements being identified and achieved throughout the year. As a college, we successfully completed the 5 day Harvard Data Wise Professional Learning and established data Wise teams across the College. We set up clear practices, procedures, and protocols for collecting data specifically around Literacy and Numeracy and used this data consistently in our Professional Learning to improve teacher instructional practice. Building staff capacity was our goal which was highly successful by implementing the Data Wise improvement process

Positive climate for learning was our second priority with a dimension focus on Intellectual engagement and self-awareness. Our KIS was to improve the quality of our curriculum documentation catering to the different learning needs of students in the classroom that was creative and engaging. We increased our levels of information sharing with parents of their child's learning goals. We complete professional learning around School-wide Positive Behaviour Support with the aim of implementation in 2020.

Professional leadership in the third priority with Instructional and shared leadership our dimension focus. Our KIS was to align all our CoP with our AIP targets and goals, establish mission statements, protocols and meeting norms. We documented Professional Learning with individual staff PDP's and set expectations of alignment with the AIP. We took minutes of all CoP meeting and they were placed on google docs accessible by all staff.

Achievement

There were many areas across the College that showed significant growth for us during 2019. We were happy with many of our Reading, Writing, Spelling and Grammer and Punctuation results in years 5,7 and 9 from NAPLAN results, as well as Numeracy in year 9. Our commitment to improving teacher instructional practice was driven by the Data Wise Improvement process with required staff to improve their use and understanding of how student data will achieve this. We focused on using data that correlated strongly with Literacy and Numeracy. Staff continues to build their capacity of teaching and learning through professional learning, collaboration, and detailed documentation of their curriculum. Improved student outcomes continue to drive teacher improvement, whilst catering to their individual needs and wellbeing.
2020 will see a continued approach to the Data Wise Improvement Process with teachers improved instuctional practice the focus. We will continue to develop and document the SWPBS strategies with implementation by mid-year. As part of the College commitment to student voice and agency, we will engage educationalist Lee Crockett to lead us in developing and documenting a curriculum that is shared with our students from prep to year 12.

All PSD students in 2019 had an ILP and termly SSG meetings were held. The College has an established Learning Enhancement Centre to support students with additional needs from years 5 -12. Students are further supported in this center with learning and wellbeing support. The center has a fulltime teacher and educational support staff based there to provide a safe and engaging learning space for students.

Engagement

Student engagement and connectedness are very important to us. The College offers an extensive extra-curricular / clubs program during 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, College captains, sports captains, House captains, SRC, STEAM and Arts captains, sustainability and social justice positions.
The College has an excellent camps program which aims towards building student/teacher relationships in the various outdoor environment. Students undertake many adventure activities ranging from, abseiling, rock climbing, rafting, ropes courses, archery, bushwalking, problem-solving activities, teamwork challenges all of which require effective communication between students and teachers.
The College had expanded its ability to use Compass more effectively by communicating more accurately and consistently with students and parents around key events and work tasks and expectations. Our ability to track student attendance data more accurately has improved to help reduce absenteeism and unapproved absences.
The College has high expectations in relation to the student code of conduct which is strongly implemented and supported across the college. Student's voice is highly regarded and forums are set up where students can ask questions and raise concerns directly with members of the college leadership team. This feedback is then documented and acted on by specific areas, year levels, and staff.
We have extended or interstate and international opportunities for many students to the USA, China, India and continuing further opportunities options in Italy. We have another remote Aboriginal sister school partnership in Western Australia, Kimberly region in the community of Ringer Soak that provides more students with the opportunity to visit.
We have spent much of 2019 completing professional learning around implementing School-Wide Positive Behaviour

(SWPBS) framework. We aim to complete all relevant documentation in early 2020 resulting in a greater connectedness with our school community that develops a more positive, safe and supportive learning culture. This is one of our key AIP goals in 2020.

Wellbeing

The College philosophy is built on the holistic development of every child. This incorporates the physical, social, emotional and cognitive development of all students. College success is often defined solely by educational outcomes. Recognising that students need to have the ability to be resilient, see themself in a positive light, have the confidence to seek help or have a level of peer relationships that are looking out for your wellbeing is very important to us. The College values of Respect, Resilience, Responsibility, and Relationships are the cornerstone in which we view our pedagogical practices resulting in how we connect and engage with our students.
Our College educational model has been built around the stages of learning, Foundations- Year 4, Year 5 - Year 8 and Year 9- Year 12. This model ensures that we are proactive in targeting professional learning specifically aligned to student's physical, social, emotional and cognitive capability and development during this stage of their lives. This level of knowledge enables teachers to target learning in a creative 21st century way that seeks to highly engage, challenge and reward student achievement.

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 4-11 students indicates a slight overall drop from 2018 in social engagement. Some other key target areas identified in this data from or students was bullying, student voice and agency and respect for diversity as areas to improve. As a leading school for respectful relationships, the implementation of SWPBS and our new AIP target for 2020 future-focused learning (Student Agency- Lee Watanabe Crockett- educational consultant) we believe we have responded with large scale initiatives to improve in many of these areas raised.

Overall our Staff opinion survey indicated good results and that staff are 57% positive about the school climate. The biggest area of concern for staff was learning through peer observation which I believe will have been addressed through our Data Wise Improvement process throughout 2019.
Our Parent Opinion Survey data is very good and indicates parents are overwhelmingly satisfied with the College in many areas with 82% stating general school satisfaction. This piece of data is above "Like and Network Schools" in most areas and aligns with the average of state schools across victoria.

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.

2019 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 2847 students were enrolled at this school in 2019, 1366 female and 1481 male.

8 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.

| low | low-mid | mid | high |

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: 🔷	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————————————— 100 Results: Mathematics 0 ——————————————— 100	Similar 🔵 Above 🟢

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above ● Similar ○
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below ● Below ●

(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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'.

Reading
| 40 % | 50 % | 9 % |
| Low | Medium | High |

Numeracy
| 46 % | 39 % | 15 % |
| Low | Medium | High |

Writing
| 39 % | 43 % | 18 % |
| Low | Medium | High |

Spelling
| 28 % | 48 % | 24 % |
| Low | Medium | High |

Grammar and Punctuation
| 33 % | 50 % | 17 % |
| Low | Medium | High |

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.

| 25% | 50% | 25% |
| Low | Medium | High |

Statewide Distribution of Learning Gain (all domains)

(Primary Year Levels)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶		Above Similar Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** 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.	Results: 2019 0 ──────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ──────── 50 Few absences <------> Many absences	Below 🔵
Average 2019 attendance rate by year level:	Prep: 92 %, Yr1: 91 %, Yr2: 91 %, Yr3: 92 %, Yr4: 90 %, Yr5: 90 %, Yr6: 88 %	Similar school comparison not available

Attendance rate table:

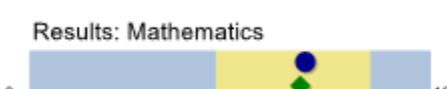| Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	91 %	91 %	92 %	90 %	90 %	88 %

(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

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ———————————— 100 Results: 2017 - 2019 (3-year average) 0 ———————————— 100	Below 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ———————————— 100 Results: 2017 - 2019 (3-year average) 0 ———————————— 100	Below 🔵

(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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics 	Below 🔵 Below 🔵

(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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	**Below** 🔵 **Below** 🔵

(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
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'.	**Reading** — Low 30%, Medium 50%, High 20% **Numeracy** — Low 32%, Medium 52%, High 16% **Writing** — Low 27%, Medium 56%, High 17% **Spelling** — Low 22%, Medium 48%, High 30% **Grammar and Punctuation** — Low 29%, Medium 49%, High 22%	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. Low 25%, Medium 50%, High 25% 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'.	**Reading** — Low 33%, Medium 48%, High 19% **Numeracy** — Low 24%, Medium 56%, High 20% **Writing** — Low 40%, Medium 44%, High 16% **Spelling** — Low 24%, Medium 50%, High 26% **Grammar and Punctuation** — Low 31%, Medium 49%, High 20%	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. Low 25%, Medium 50%, High 25% 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.	Results: 2019 (scale 0–50) Results: 2016 - 2019 (4-year average) (scale 0–50)	Below ●

Students in 2019 who satisfactorily completed their VCE: N/A
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2019: 89%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 93%

(Secondary Year Levels)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

Similar School Comparison
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.

Results: 2019

Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)

Few absences <------> Many absences

Below 🔵

Average 2019 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88 %	86 %	85 %	87 %	90 %	NA

Similar school comparison not available

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2019

Results: 2016 - 2019 (4-year average)

Below 🔵

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2019

Results: 2016 - 2019 (4-year average)

Above 🟢

(Secondary Year Levels)

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below 🔵

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	$22,458,064
Government Provided DET Grants	$2,189,150
Government Grants Commonwealth	$1,141,089
Government Grants State	$936
Revenue Other	$62,916
Locally Raised Funds	$3,568,511
Total Operating Revenue	**$29,420,667**

Equity[1]	
Equity (Social Disadvantage)	$245,857
Equity (Catch Up)	$75,267
Equity Total	**$321,125**

Expenditure	
Student Resource Package[2]	$23,239,135
Books & Publications	$3,027
Communication Costs	$41,172
Consumables	$627,184
Miscellaneous Expense[3]	$3,790,315
Professional Development	$76,295
Property and Equipment Services	$924,547
Salaries & Allowances[4]	$828,450
Trading & Fundraising	$513,604
Travel & Subsistence	$4,996
Utilities	$290,772
Adjustments	($1,840)

Total Operating Expenditure	**$30,337,657**
Net Operating Surplus/-Deficit	**($916,989)**
Asset Acquisitions	**$239,880**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$1,640,753
Official Account	$167,722
Total Funds Available	**$1,808,475**

Financial Commitments	
Operating Reserve	$1,171,376
Funds Received in Advance	$1,673,758
School Based Programs	$834,000
Repayable to the Department	$781,228
Asset/Equipment Replacement < 12 months	$155,000
Maintenance - Buildings/Grounds < 12 months	$255,877
Total Financial Commitments	**$4,871,239**

(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 20 March 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
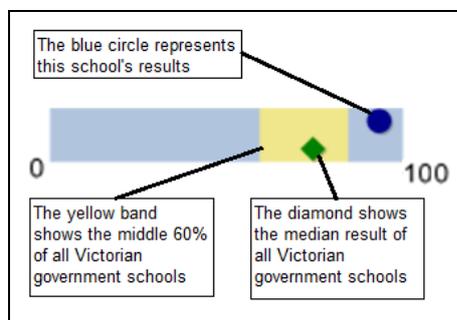   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Above

Similar

Below

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').