

# 2018 Annual Report to The School Community



School Name: Charlton College (8830)



- 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 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 06 March 2019 at 09:38 AM by Kelvin Baird  
(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 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 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 28 April 2019 at 08:53 PM by Shane Fitzpatrick  
(School Council President)

## About Our School

### School context

Charlton is a rural town serving a farming community situated 240 km north-west of Melbourne and 110 km north-west of Bendigo. The township is located on the Calder Highway and the Avoca River. The school in 2018 had a student population of 129 drawn from farming and town areas. Charlton College has 31.8 FTE staff with a mix of 2 Principal Class Officers (Principal and Assistant Principal), 24 teaching staff and 7.8 Education Support Staff. Charlton College administers the North Central Trade Training Centre, (NCTTC) campus on behalf of the 7 schools that make up this network. The NCTTC provides technology subjects to all network schools in years 9-10, VCE and VET and delivers a shared VCAL program to participating schools. In September 2014 the construction of the NCTTC was completed on the Davies Street Charlton College campus. This facility provides expanded VET options for network students including Hairdressing, Beauty, Animal Studies and Allied Health Services. The College curriculum offerings are expanded by cooperation between schools in the North Central Network through video conferencing links and other provision through the NCTTC.

Victorian curriculum operates across years P-10. Early Years literacy and numeracy programs operate in P-6, while VCE, VET and VCAL subjects are offered to Year 10-12 students. The College operates a learning neighbourhood structure, P-6, 7-9 and 10-12. The College has an extensive netbook program, including all students in Years 4-12. Students in P-4 access both iPads and netbooks. The College utilizes relatively new facilities including, P-6 using the Building Education Building, (BER) and the Science and Language Centre, (SLC) is used for science, senior student's subjects and for video conference delivery. The College manages on behalf of the Network the North Central Flexible Learning Option, (FLO) program for young people disengaged from education or not recently in school.

The College, as an accredited International School and has one student in the program and also participates in the Assistants to Teachers of Chinese program.

### Framework for Improving Student Outcomes (FISO)

In 2018 the FISO improvement priority focused on developing excellence in teaching & learning through the initiatives of building practice excellence and curriculum planning & assessment. In terms of building practice excellence the focus has been on implementing the Powerful Learning Model through an emphasis on Learning Intentions, success criteria, differentiated instruction and high expectations. This model has been successfully embedded across the College. Staff use student data to identify areas for improvement in teacher practice. Staff work in professional learning teams. Professional learning is embedded in the College through teachers working in teams for collaboration, classroom observation and modelling of effective practice and feedback. Teachers provide and receive feedback. Teachers work together to monitor and diagnose changes in students' learning and progress, individually and collectively. Teaching teams collect & evaluate data to measure effectiveness of their classroom practice. The College ensures that teachers use evidence of student learning progress to diagnose professional development opportunities. The initiative of curriculum planning & assessment is also embedded with an audit of curriculum having been undertaken. The curriculum plan mostly integrates curriculum, pedagogy, assessment and reporting into a sequential program of learning. Teachers work in teams to monitor and evaluate the curriculum plan.

### Achievement

Charlton College's Naplan data indicates strengths in Year 5 reading where the % of students in the top 3 bands of testing at Naplan using the School Comparison measure were higher than similar schools. Naplan Year 3 reading and numeracy outcomes on the School Comparison measure are similar to other schools. Year 7 & 9 reading with the % of students in the top 3 bands are similar to other schools whilst Year 7 numeracy both on the yearly result and 4 year average are above the middle 60% of Government schools. The Year 9, 4 year average, using the school comparison measure is higher than other schools.

Naplan Learning Gain, comparing a student's current year result to the results of all similar Victorian students

who had the same score two years prior indicate higher percentages than 25% high gain, in year 3-5, reading with 40% high gain and 20% in high gain in numeracy. In Year 5-7, numeracy, 53%, reading, 27%, spelling 33% and grammar and punctuation 27% are in the high gain. In year 7-9 high learning gain of 22% for reading, 20% for numeracy and 22% for grammar and punctuation.

Teacher assessments from the Victorian Curriculum from P-10 are at similar levels to what is expected for English and higher for Mathematics.

VCE results continue to be strong with both the 2018 results and the 4 year average being higher than state averages. Key strategies to support continuous improvement include:

Professional learning focusing on literacy and numeracy, including the use of professional learning teams.

Intervention programs include:

Professional learning focusing on embedding "Powerful Learning" strategies.

Use of data including Naplan and adaptive On Demand testing for Years 3-10 and English On Line to support teacher assessment.

Quicksmart literacy and numeracy program to support student learning for identified students.

## Engagement

Student attendance in Prep-6 is similar on the school comparison measures whilst in the 7-12 sector the engagement is higher on the school comparison measures.

In the Primary and Secondary sector attendance was 90% or above in all year levels.

Key strategies to support attendance improvement include the use of an Education Support staff member to perform the work of an attendance officer and the close monitoring of attendance through the Teacher Advisory program. The Teacher Advisor makes contact with absent students' families.

## Wellbeing

On the Attitudes to School Survey, our Years 5-6 students and Year 7-12 students' results for 2018 were similar to like schools for sense of connectedness and management of bullying. These results

Strategies used to support students include the use of the Advisory Program to strengthen relationships between students and staff. The Restorative Practice program is also embedded in the College program.

The Student Leadership Council is active and provides a strong voice for student participation in College operations.

## Financial performance and position

In 2018 the College recorded a net operating surplus of \$24,333. This is attributable to there being a small SRP surplus in 2018. The College during the year upgraded some facilities including a shaded area for the F-6 playground. Included in the Government provided DET grants was funding for the NCTTC. Other revenue includes funds received for the L2P program and Chartsec, the Charlton College managed Pre Driver Program. The College received equity funding of \$1000,782 which has been used to support the implementation of programs to support the literacy and numeracy of our students.

## 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 130 students were enrolled at this school in 2018, 61 female and 69 male.

4 percent were EAL (English as an Additional Language) students and 4 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>Teacher Judgement of student achievement</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> Higher</p> <p> Similar</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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	40%	40%	Numeracy	40%	40%	20%	Writing	60%	40%	0%	Spelling	20%	80%	0%	Grammar and Punctuation	20%	40%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	40%	40%																							
Numeracy	40%	40%	20%																							
Writing	60%	40%	0%																							
Spelling	20%	80%	0%																							
Grammar and Punctuation	20%	40%	40%																							

(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 1003"> <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>90 %</td> <td>94 %</td> <td>96 %</td> <td>96 %</td> <td>96 %</td> <td>97 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	96 %	96 %	96 %	97 %	94 %	<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										
90 %	94 %	96 %	96 %	96 %	97 %	94 %										

(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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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> Similar</p> <p> Higher</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: ◆

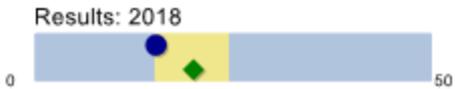
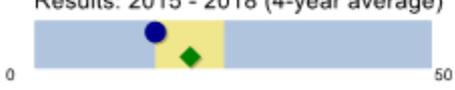
Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>13%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	60%	27%	Numeracy	33%	13%	53%	Writing	47%	47%	7%	Spelling	20%	47%	33%	Grammar and Punctuation	27%	47%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	60%	27%																							
Numeracy	33%	13%	53%																							
Writing	47%	47%	7%																							
Spelling	20%	47%	33%																							
Grammar and Punctuation	27%	47%	27%																							
<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>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>78%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	44%	22%	Numeracy	20%	60%	20%	Writing	33%	56%	11%	Spelling	11%	78%	11%	Grammar and Punctuation	22%	56%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	44%	22%																							
Numeracy	20%	60%	20%																							
Writing	33%	56%	11%																							
Spelling	11%	78%	11%																							
Grammar and Punctuation	22%	56%	22%																							
<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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p><span style="color: blue; font-size: 2em;">●</span> Higher</p> <p><span style="color: blue; font-size: 2em;">●</span> Higher</p>																								

Students in 2018 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **49%**  
 VET units of competence satisfactorily completed in 2018: **70%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **84%**

(Secondary Year Levels)

Performance Summary

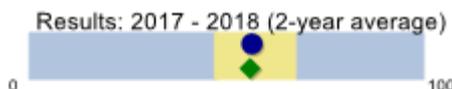
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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>94 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	90 %	91 %	91 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	90 %	91 %	91 %	94 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary 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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</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	\$3,173,661	High Yield Investment Account	\$751,066
Government Provided DET Grants	\$786,854	Official Account	\$19,621
Government Grants Commonwealth	\$1,441	Other Accounts	\$1,386,819
Government Grants State	\$17,431	<b>Total Funds Available</b>	<b>\$2,157,506</b>
Revenue Other	\$271,343		
Locally Raised Funds	\$229,551		
<b>Total Operating Revenue</b>	<b>\$4,480,281</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$93,982		
Equity (Catch Up)	\$6,800		
<b>Equity Total</b>	<b>\$100,782</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,167,879	Operating Reserve	\$192,068
Books & Publications	\$8,557	Other Recurrent Expenditure	\$2,718
Communication Costs	\$7,798	Provision Accounts	\$10,500
Consumables	\$167,580	School Based Programs	\$1,594,785
Miscellaneous Expense <sup>3</sup>	\$393,001	Funds for Committees/Shared Arrangements	\$2,100
Professional Development	\$36,717	Repayable to the Department	\$60,000
Property and Equipment Services	\$290,095	Asset/Equipment Replacement < 12 months	\$78,130
Salaries & Allowances <sup>4</sup>	\$251,229	Capital - Buildings/Grounds < 12 months	\$140,000
Trading & Fundraising	\$29,188	Maintenance - Buildings/Grounds < 12 months	\$77,206
Travel & Subsistence	\$30,709	<b>Total Financial Commitments</b>	<b>\$2,157,506</b>
Utilities	\$73,197		
<b>Total Operating Expenditure</b>	<b>\$4,455,948</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$24,333</b>		
<b>Asset Acquisitions</b>	<b>\$42,357</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)

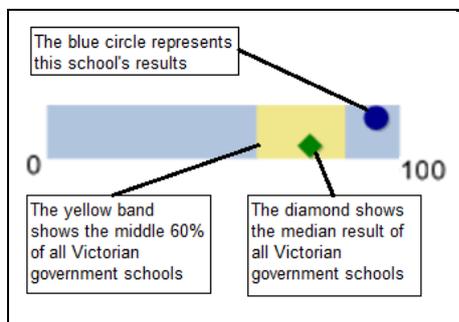
### Engagement

- 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).

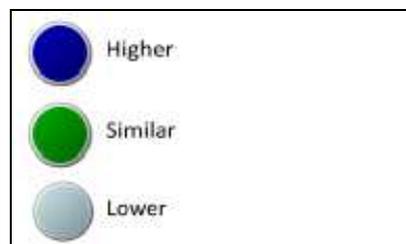


## What does *School Comparison* refer to?

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').