

2019 Annual Report to The School Community



School Name: Lyndhurst Secondary College (7108)



- 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 14 October 2020 at 01:35 PM by Kondilo Prades (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 14 October 2020 at 04:32 PM by William Noble (School Council President)

About Our School

School context

Our College presently has an enrolment of 630 students and is situated just north of Cranbourne in the south-western corner of the City of Casey, an area of generally low socio-economic indicators.

Our Purpose: Lyndhurst Secondary College aims to provide a strong education for secondary students within the Lyndhurst, Lynbrook, Cranbourne North and wider Cranbourne community. We expect our students to transition into further education and training as they prepare themselves to be active participants as adults in our community. We are "empowering students for learning and life".

Our Values: Commitment, Excellence and Integrity centred around High Expectations based upon Respect for Self, Others and the Environment.

The College enrolments have been increasing steadily over the last three years growing from 450 in 2017 to an enrolment of 630 this year (2020). Our students were generally from backgrounds in which completion of Year 12 or equivalent was and is seen as a major achievement. Though this is still the case in some instances, we have students who have greater aspirations and achieve excellent year 12 results and pathways. The Student Family Occupation (SFO) index has progressively increased over each of the past five years moving from 0.5658 to 0.6460.

Over recent years the cultural mix of the College has changed dramatically with an increasing number of students of a Non English Speaking Background. Over the past five years the proportion of students with a Language Background Other Than English (LBOTE) has increased from 16% to 31%. There are approximately 6% of our students who come to our College who 'qualify' for English as an Additional Language and the proportion of Aboriginal/Torres Strait Islanders is between 1-2% of the overall student population.

Our students come from a large number of feeder primary schools, however we work closely with six key primary schools to facilitate quality transition - Courtenay Gardens, Cranbourne Park, Cranbourne West, Lynbrook, Lyndhurst and Rangebank Primary Schools.

Physically, the College is situated adjacent to a major highway and has a very large Gymnasium, a well-resourced Drama Theatre, a large Library, and many significant specialist facilities: Music, Food Technology, Visual Arts, an Automotive workshop, and Engineering room, Wood and Metal technology rooms, as well as extensive Science based classrooms. We have a reading room to support and encourage our students to read. The College also has a dedicated English centre where students are experiencing the latest in evidence based pedagogy to enhance students' literacy skills. There is also a Senior School area set aside for our VCE and VCAL program. The College has significant computer resources housed in a number of dedicated classrooms, supported by a student BYOD program. Our staff are a very broad mix in terms of age and experience in teaching. Our workforce has 69.47 equivalent full time staff - 3 principal class, 43.32 teachers and 23.15 educational support staff. Staff are willing participants in educational change aimed at improving student outcomes.

To deliver on our purpose this College:

Fosters close links with parents and the broader school community through its commitment to open and regular communications.

Commits to the active sharing of its vision and goals to ensure school community engagement in the College's strategic plan.

Guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

Provides a safe and stimulating learning environment to ensure all students can achieve their full potential.

Aims to provide students with instruction that is adapted to their individual needs.

Will engage parents regularly when their child does not behave in a socially acceptable manner, or has attendance issues.

Expects teachers to provide timely and targeted feedback to students on their work.

Lyndhurst is a great school to be a part of and one that serves its local community well. Through our common purpose, vision and values we aim to provide a rich and diverse, quality educational experience for our students

Framework for Improving Student Outcomes (FISO)

In term 1 of 2019, we underwent our four yearly review. We identified goals for the 2019 school year using evidence based on our VCE data, NAPLAN data and our school based data. The goals for the 2019 school year were as follows:

1. Improve learning outcomes and growth for every student in Literacy and Numeracy
2. Build Student Agency, Voice and Leadership for every student within the College

Goal 1

The following strategies and actions were identified. We felt it was important that we built teacher capability to use data to effectively inform practice; we focussed on building instructional and shared leadership capacity; continued to develop a shared understanding and consistent implementation of the Lyndhurst Secondary College Teaching and Learning Model. We also wanted to develop staff capacity in differentiating curriculum and pedagogy to target the needs of the individual learner and create a College that is inclusive of all students. To support this work we introduced Professional Learning Team meetings twice a week to work together to use data and develop effective strategies to monitor, diagnose and improve student learning. We continued to promote high expectations of staff and students, and have a whole school literacy intervention approach to support improving our students learning outcomes across all Key Learning Areas (KLA).

At the beginning of the year, each teacher of classes in 7-10, were provided with a summary of their classes NAPLAN and PAT data as appropriate. We also had students in all English classes undergo On Demand testing to identify students' point of need learning and also learning growth. The maths department also work with Essential Assessment to assess students learning needs and growth.

As part of the PDP process each teacher set targets for their classes focusing on growth of all students, learning in PAT data and NAPLAN as appropriate, using PLTs as the forum for discussion. Teachers have also started sharing key data with students.

Our VCAL program has grown and is a strong and viable program, with raised expectations for our VCAL students. Students used online learning and digital technology to support them in their work. Our VCAL and VCE students get three weekly progress reports and discussions are held with them about their progress and any support they required identified and put in place.

Goal 2

The following strategies and action were identified. We felt it was important to build student and staff common understanding of student voice, agency and leadership and how to apply it. The work we focussed on in 2019 was developing leadership teams, giving students a more active voice, and started unpacking agency with staff. We are in the early stages of develop processes to include all students in decision making.

In 2019, we developed and introduced a student leadership structure that supports teams of student to lead initiatives and provide feedback in relation to whole school improvement and learning in the classroom. This was quite successful as it provided opportunities for more students to play an active leadership role in the College.

We started working with our staff to unpack the Amplify document and work with staff to develop understanding of Student Voice/Agency/Leadership, with a particular focus on agency.

We ran student focus groups throughout the year to gain feedback on AIP, SWPBS and other initiatives introduced throughout the year as well as providing additional feedback on the SATSS data.

Our Wellbeing Team, together with our Student Voice leaders and students, worked hard on developing the schools connection with community organisations; they also ran whole school community days celebrating harmony and diversity within the College

we continually promoted and celebrated student achievement and activities through: website, newsletter, award ceremonies, whole school and sub school assemblies, media and school magazine

Achievement

Overall, student outcomes in Years 7 – 9 are statistically similar to similar Victorian government schools. Our college has a focus on continual improvement in Teaching and Learning. The introduction of Professional Learning Teams (PLTs) and individual performance and development plans for staff, have all contributed to building staff capacity and impacting teaching in the classroom. In 2019 we continued to embed the focus around pedagogy and the new 'Teaching and Learning Model' across all classrooms in the school, ensuring a consistent approach to Teaching and Learning.

We continue to build teacher capacity in Literacy and Numeracy interventions. The continuation of the 'Reading Block' and 'Writing to Learn' strategies as well as the introduction of John Munro's 'High Reliability Literacy Teaching Procedures' have allowed the college to have a school wide focus on literacy skills. The introduction of Literacy Circles in the teaching of English in our re-purposed English Centre has been successful. Our Literacy Learning Specialist has allowed further development of staff expertise in Literacy teaching. Improvement in our Year 9 matched cohort growth across most of our Literacy Domains and in particular reading is evidence that these strategies are starting to have an impact on improving student learning. Improvement in year 7 & 9 matched cohort Numeracy results was evident as a result of the continued Student Numeracy Intervention Program (SNIP) and use of online assessment tools.

Student VCE results showed significant value added on student results, with a significant number of our students achieving results greater than GAT predicted. Our median study score was maintained at 27 in 2019. A focus on high expectations, ongoing meetings with students and parents supported this significant improvement in our student learning. Meetings and discussions occurred with all year 12 teachers, along with teams of teachers conducting moderation meetings. This allowed staff to have a more directed approach to using previous VASS data to implement change in the classroom regarding student learning. Our Year 12 VCE teachers aligned this work with their Professional Development goals. A significant number of our students received first round offers to further studies with a 96% completion rate.

The College prides itself in supporting students in selecting their most appropriate pathway. Our highly effective VCAL program is continuing to expand and be seen as an equal pathway within the whole school community. Student numbers in VET programs are strong and the College continues to provide a broad VCE offering, implementing whole school approaches to improving senior outcomes. We are committed to ensuring our students have the necessary skills and knowledge to transition into further education and training. Our school-wide Positive Behaviour Matrix, is placed in every classroom and is a reminder of how we live our school values every day.

Most students in the Program for Students with a Disability showed progress at the expected level or have shown growth. An increased number of students enrolled in VCAL are a part of the PSD program. This allowed these students to move into successful pathways for their future.

Engagement

Lyndhurst Secondary College continues to work towards strengthening student engagement, attendance and improving behaviour. We are now in our third year as a School Wide Behaviour and Support (SWPBS) school, achieving a Blue Award in February 2019. SWPBS continues to give us a framework for how we recognise positive behaviour, striving for all students to be safe, respectful learners. We teach Positive Behaviours as part of our weekly Engage Program in years 7 to 12. We have begun a review into how our curriculum engages our students with several exciting options being considered for the Strategic Plan.

We continue to work closely with our community to improve attendance with targeted monitoring and the use of early prevention and intervention strategies. We have continued to emphasise the importance of student attendance to all stakeholders and now give feedback on a regular basis via our Progress Reports. A systematic approach to attendance/lateness has been continued to improve students being in class, on time and ready for learning. We now

recognize full attendance with awards every term. An increasing number of students achieve these awards.

The College has increased the number of student led teams, increasing student voice and agency at school. This includes the SRC, Peer Support and important roles as part of our Interview Process. Our award-winning 'Multipride' program has focussed on the promotion of a safe school environment through the improvement of cultural links within the wider school community, which culminated in an award for Educational Excellence at the Victorian Government Multicultural Awards in 2013. This group has now established significant relationships with the City of Casey and is a leader for local schools. This group worked with the Courage to Care program which encouraged students to not be a 'bystander' using the Holocaust as the basis of education, providing real stories to support students understanding of the importance of acceptance and understanding of all cultures. Other schools were invited to Lyndhurst to take part in this program. Our new Academy Program allows students to select an area of passion and develop skills in this area for two periods a week. From 2019 students are engaged in multiple sports, baking, STEM learning, performance and creative arts options.

Wellbeing

The Lyndhurst Secondary College community is committed to providing a safe, challenging and stimulating learning environment. We champion commitment, excellence and integrity in order to develop open-minded citizens capable of contributing confidently and responsibly to an ever-changing world.

Real retention has continued to demonstrate a positive trend over past years, with summary data showing Lyndhurst Secondary College results to be similar to those from other schools.

The College provides broad opportunities in VCAL, VET and VCE, with significant VET provision via a partnership as part of the Cranbourne VET Cluster. The College is the Lead School in a Trade Training Centre, known as CRTSC, to be based within four schools in the local Cranbourne area.

We strive to overtly encourage students to stay in further education and training in order to maximise transition to fulfilling careers. This includes developing students via practice interviews with business and community leaders, targetted course counselling and a work experience program. Students develop their pathways plan by engaging with these and other opportunities provided by the broader community. In 2019 the College introduced a new Year 10 subject, "World of Work" which will help prepare our students for the workplace.

The College provides an extensive range of support options for students experiencing challenging circumstances and also provides many opportunities for students to forge connections with one another. Year 7 students engage in an orientation/transition program at the beginning of the year, which is then followed up by a Peer Support Program. Across all year levels, students are afforded the opportunity to participate in cross-year level activities, such as a lunchtime activity program to facilitate stronger connections to peers and school. We have a very strong Wellbeing support program run by 5 highly experienced and dedicated staff who work tirelessly keeping our students safe and supporting their various wellbeing needs. In

Our SATSS data indicates that our students are feeling more connected to the College and safer, and we performed above similar schools in the 2019 survey.

Our performing arts program, provides opportunities for many of our students to engage with their peers and showcase their talents.

Our students have been involved in Whole School Community Days, the 4Cs, Art Competitions, just to name a few of the opportunities provided to our students. We also have a lunch club and in 2020 we will be running a breakfast club program three mornings a week.

The College works together using a 'Team around the Learner' approach, to help support the whole child and to try and identify interventions need to ensure every child can be successful at Lyndhurst Secondary College.

Our students matter and we are constantly striving to provide as many opportunities as we can for them as well as providing support and looking after their health and wellbeing.

Financial performance and position

Equity funding is targeted towards programs to directly improve outcomes for our students, including additional support as well as proactive Wellbeing programs, pathways support and a focus on improving community engagement. The

College continues to commit to the effective resourcing of all initiatives aligned with our Strategic Plan. We have a continued focus on improving Literacy and Numeracy outcomes for all students along with a focus on improving student engagement and wellbeing.

Deficit was covered by prior year's committed funds, held to fund long term strategic plan outcomes focussed on creating opportunities for our students as well improving our College facilities.

For more detailed information regarding our school please visit our website at
<http://www.lyndhurst.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 518 students were enrolled at this school in 2019, 249 female and 269 male.

28 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.9	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	55.2	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	71.4	78.4	63.3	90.2	Similar
Mathematics	34.8	67.9	47.2	85.5	Below

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	50.0	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	54.7	53.9	40.0	67.6	-
Year 9	Reading (latest year)	29.0	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	30.5	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	41.6	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	46.7	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	25.8	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	35.4	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	21.4	49.0	29.6
Year 5 to 7	Numeracy	21.5	51.6	26.9
Year 5 to 7	Writing	26.9	45.2	28.0
Year 5 to 7	Spelling	21.1	46.7	32.2
Year 5 to 7	Grammar and Punctuation	25.6	54.4	20.0
Year 7 to 9	Reading	21.2	57.7	21.2
Year 7 to 9	Numeracy	37.5	41.7	20.8
Year 7 to 9	Writing	29.4	51.0	19.6
Year 7 to 9	Spelling	36.5	44.2	19.2
Year 7 to 9	Grammar and Punctuation	26.9	48.1	25.0

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	26.9	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	26.4	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **96 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **50 percent.**

VET units of competence satisfactorily completed in 2019: **96 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **74 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.6	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	24.3	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	88	88	84	86	90	92

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	64.9	75.6	66.7	82.1	Below
Retention (4 year average)	68.4	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	90.8	90.1	81.8	98.6	Similar
Student Exits (4 year average)	86.7	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	54.2	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	53.3	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	57.1	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	57.6	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,978,645
Government Provided DET Grants	\$851,090
Government Grants Commonwealth	\$31,314
Government Grants State	\$10,132
Revenue Other	\$71,389
Locally Raised Funds	\$166,907
Capital Grants	\$0
Total Operating Revenue	\$7,109,478

Equity ¹	Actual
Equity (Social Disadvantage)	\$751,436
Transition Funding	\$0
Equity (Catch Up)	\$59,514
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$810,950

Expenditure	Actual
Student Resource Package ²	\$6,077,974
Adjustments	\$0
Books & Publications	\$8,330
Communication Costs	\$9,274
Consumables	\$107,601
Miscellaneous Expense ³	\$644,929
Professional Development	\$23,094
Property and Equipment Services	\$379,942
Salaries & Allowances ⁴	\$116,326
Trading & Fundraising	\$33,677
Travel & Subsistence	\$7,688
Utilities	\$107,860
Total Operating Expenditure	\$7,516,695
Net Operating Surplus/-Deficit	(\$407,218)
Asset Acquisitions	\$161,333

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$862,604
Official Account	\$38,467
Other Accounts	\$0
Total Funds Available	\$901,071

Financial Commitments	Actual
Operating Reserve	\$218,026
Other Recurrent Expenditure	\$6,022
Provision Accounts	\$0
Funds Received in Advance	\$143,106
School Based Programs	\$32,707
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,641
Repayable to the Department	\$90,177
Asset/Equipment Replacement < 12 months	\$127,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$59,922
Asset/Equipment Replacement > 12 months	\$173,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$894,101

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').