

2019 Annual Report to The School Community



School Name: Lalor North Secondary College (7986)



- 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 30 August 2020 at 12:23 PM by Vicki Watson (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 08 September 2020 at 11:45 AM by Robyn Bogoevski (School Council President)

About Our School

School context

Lalor North Secondary College (LNSC) is a single campus, Year 7–12, co-educational school with an atmosphere of harmonious cultural diversity. In the school community there are a large number of families who have emigrated from other countries so that there are 44 different cultural groups represented in the student cohort, a celebrated feature of the school. In 2019 34% of students had English as an additional language. The school's socio-economic profile is low. The student population sits at around 400. The school has a range of good facilities and is set in a beautifully green environment in Melbourne's Northern Suburbs; this is a gentle nurturing physical environment which lends itself to the welfare of all and the design of specific curriculum opportunities for students across all year levels of secondary schooling.

In 2019 the college commenced work on the development of a new vision focusing on itself as a 'future-focused' college. Looking to a world beyond the now and seeking to understand research evidence relating to the most effective pedagogy (learning & teaching practice). In doing so, the goal is to establish a contemporary and robust approach to teacher professional practice and capacity across the college. This work will continue with a new vision statement and associated values being completed by the end of 2020.

The school organises its Years 7–10 programs around the Victorian Curriculum Standards and offers both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) to students in Years 11 and 12. Students in both senior streams have access to a wide range of Vocational Education and Training (VET) programs. Lalor North Secondary College offers VET Music to many of its own students as well as, to students who come into the program from surrounding schools. The 'Musical Futures Program' continues to build community partnerships and deepen collaboration between music colleagues across the region. The music program radiates into surrounding primary schools with students rehearsing and recording throughout the year. The program culminates in an end of year showcase of student musical talents known in the broader community as, 'The Big Night Out'; in 2019 this event was a great success.

Students have multiple opportunities to engage in leadership roles such as School and House Leaders, cross-age tutoring programs, peer support, Tomorrow's Leaders, information technology support, music leaders and many other leadership roles. Lalor North Secondary College offers a range of camping opportunities such as: year level camps for Year 7 and Year 8; subject-specific camps for Year 9 and Year 10 as well as, a camp for Year 11 VCAL; and a Year 12 Study Camp.

In 2019 the staff consisted of approximately 34.8 Equivalent Full Time (EFT) teaching staff, including two Principal Class Officers, two Leading Teachers and two Learning Specialists. Several teachers have taken on leadership roles in an acting capacity. There are 11.5 EFT Education Support (ES) staff who perform a range of roles such as administration, laboratory support, PSD (Program for Students with Disability) classroom support, Information Technology and Food Technology support.

Lalor North Secondary College is a school that supports significant disadvantage amongst the community it serves. It is an increasingly focused educational site that puts students and families as its highest priority. LNSC has experienced many positive outcomes in 2019 and the school community is proud of its achievements. Going forward, the aim is to continue to build the strength of student outcomes and staff professional capability. The intention is that through collaboration and good communication with its community, the school grows from strength to strength.

Framework for Improving Student Outcomes (FISO)

Following a School Review in 2017, specific strategies were decided upon for inclusion in the 'Lalor North Secondary College 2017 - 2020 Strategic Plan'. The key improvement strategies nominated for action in 2019 were based upon the collection and analysis of whole-school data throughout 2018.

The FISO improvement initiatives selected for 2019 were:

1. FISO Building Leadership Teams: Goal:1: To develop a community of learners, where staff, parents and students are committed to the school's vision and values, working collaboratively towards achieving them.
2. FISO Curriculum Planning & Assessment: Goal:2: To maximize the learning growth of every student across the school.
3. FISO Setting Expectations & Promoting Inclusion: Goal:3: To develop a positive teaching and learning culture with high expectations so that learning will flourish.

The key improvement strategies for each goal in 2019 were:

Goal 1

KIS 1: Building Leadership Teams: Generate a comprehensive professional learning strategy focussed on the improvement of learning and teaching.

KIS 2: Instructional and shared leadership: Build leadership capabilities and identify succession planning.

KIS 4: Network with schools, services and agencies: Enhance relationships with local schools, professional networks and local community partnerships.

Goal 2

KIS 1: Curriculum planning and assessment: Collaboratively build and deliver a documented curriculum and pedagogy that caters for and challenges, each individual student.

KIS 2: Building practice excellence: Build Teacher capacity to foster intellectual engagement.

KIS 3: Curriculum Planning and Assessment: Build Teacher Capacity to use data to inform curriculum planning and classroom teaching practice.

Goal 3

KIS 1: Setting expectations and promoting inclusion: Collaboratively implement the 'Victorian Pedagogical Model' and further build teacher capacity.

KIS 3: Setting expectations and promoting inclusion: Enhance a safe and secure learning environment fostering inclusiveness.

2019 continued to present the opportunity to implement strategies that would achieve improvement in the above main focus areas. The aim was to generate enhanced outcomes through action on the ground in both classrooms and the broader school learning environments. Work commenced, roles were further developed, resources were allocated with careful consideration of the school's stressed financial circumstances and existing whole-school climate. Much was achieved through the focused collaborative work of identified teams throughout the year and this, clearly impacted in a most positive way upon the cultural climate of the college. Parents certainly expressed their satisfaction with the work of the college in the '2019 Parent Opinion Survey'. Results in that survey indicating that parent satisfaction was 'Above' the median of all Victorian Government Secondary Schools. This places LNSC at the top end of the range of results for the middle 60% of Victorian Government Secondary Schools in this important area.

Achievement

Deep Learning – Whittlesea Technical School / Lalor North Secondary College Partnership

After an introduction to 'Deep Learning' late in 2018, staff were fully immersed in the new direction of the College in 2019. Our May Curriculum Day was held in conjunction with the Whittlesea Tech School. This gave all staff an opportunity to work together and experience 'inquiry learning' as an approach that insists students become compete with capabilities that will support their present and future participation in a complex global world environment. We were guided through Whittlesea Technical School's approach to inquiry learning. Following that, all of our students in Years 7-9 were booked into the Whittlesea Tech Program over two days where they participated in varying design challenges. Our Year 10 students also participated in a three day inquiry. These programs enabled our teachers and WTS staff to work together to deliver curriculum that meets contemporary learning capabilities. Our Whittlesea Tech School Ambassador was also involved in working with teachers in our area to develop the 2020 Inquiry across our

network of schools.

Future-Focused Learning

In furthering our approach to 'Deep Learning through Inquiry', Term 4 saw our college engage the professional services of international education consultant, Lee Watanabe Crockett. Lee began building the capacity of teachers in relation to Future-Focused Learning pedagogy. Teachers engaged with Lee via video conferencing where they focused on constructing learning intentions and success criteria but not in the usual way, Lee's approach forces us to acknowledge the voice of the student and student feedback to the teacher in the learning process. The work empowers teachers to understand just why today, this is crucial if they wish to nurture independent learners through high levels of engagement in learning & teaching; teaching that values the student's voice as feedback to self as teacher. By the end of 2019 this work was very familiar to teachers and students; it will continue to lead us in 2020 and into the future world. With continued application of 'Future-focused Learning' LNSC will become a school of excellent professional practice, enhanced student learning outcomes and of students who are capable of navigating the world beyond school.

DSSI Teaching Partnership Initiative (Literacy)

Throughout the course of 2019 our Year 7 English teachers were involved in the DSSI Teaching Partnership Initiative. Staff worked with Department Literacy coaches to identify appropriate methods of testing to gain and use information about Year 7 student's literacy skills more specifically, their reading comprehension and decoding skills. This led to changes in the way reading was taught at the Year 7 level. A significant improvement in reading comprehension was indicated following the use of specific pre and post assessment tools. Beyond that, evidence through teacher observation demonstrated a clear improvement in the on-task student reading behaviours and skills that research indicates lead to enhanced reading comprehension. This exciting outcome has been attributed to the explicit teaching delivered by staff throughout the DSSI program. In 2020 it is anticipated that teachers will apply the skills identified in the DSSI Program with students across the school.

NAPLAN

While our NAPLAN results at both Years 7 and 9 continue to lag behind the state mean they were similar to 'Matched Schools'. At the Year 7 level Lalor North Secondary College performed slightly below our matched schools on all NAPLAN tests. Our Year 9 students performed slightly better than matched schools in Reading and Grammar & Punctuation tests, the same on Spelling and slightly below in Writing and Numeracy.

PSD Program

In 2019 the significant number of students in our PSD Program all worked towards their own individualized learning goals and were all successful in achieving them. 100% of these students in Year 7-10 received descriptive reports that outlined the successful goals and work ethics they were able to work towards. The senior VCAL students worked towards obtaining their certificates with a degree of support and achieved competencies where required. Students were able to work towards becoming more independent learners by gaining confidence in themselves; they did this by asking for advice when needed and clarifying with teachers making themselves more independent learners. Many students were successful in completing the mainstream curriculum in subject areas where they had particular strengths. Attendance data was very high for the students in the PSD Program which demonstrates the level of engagement with their learning. The success of some students was also evidenced by the 'End of Year Awards' that they achieved.

All 2019 students working with the support of the PSD Program were successful with their studies in 2019 and were able to progress to the next year level of their secondary schooling.

VCE/VCAL

2019 saw the VCE School Study Score mean increase from 23.30 to 25.46 while the % of VCE Study Scores of 40 or more increased from zero in the previous year to 1.6 per cent. Our VCE completion rate however dropped from 100 per cent to 94.3 per cent. This was the first time it was below the state average in four years. Our completion rates for VCAL units was consistently above the state average at both the Foundation and Intermediate level. Student 'Exit Destination' data was well 'Above' the median for all Victorian Government Secondary Schools falling at the top the range of results for the middle 60% of Victorian Government Secondary Schools; an excellent outcome of which we are proud.

Engagement

Evidence and school data demonstrate a lack of significant improvement in student attendance data across 2019. While the four year trend data demonstrates an outcome at/above 'similar schools', in 2018 this was not the case in 2019 and results reflect a more negative outcome. While a good deal of student absence in 2019 was due to overseas protracted family absences, it was also the case that other factors have impacted including student anxiety, family trauma and illness. Poor attendance rates seem to have been the case across our network of schools in 2019 and the matter has been discussed among regional network staff and principals. A strategic document has been prepared for actions to address non-attendance at the individual school level.

To this end, 2020 has seen the allocation of an 'Student Attendance Manager' for the college. This role will support our new school structure which now sees every class with a Home Group Teacher and a Home Group Meeting time at the commencement of every day. The aim of this new structure is to increase accountability on the part of all community members and to bring the level of attendance back to where it sat for the three years prior to 2019 and, to significantly improve it.

In 2020 the 'Student Attendance Manager' will work towards achieving clarity of processes, policies and data relating to student non-attendance and follow-up. Stronger student engagement has been a central goal throughout the life of the school's current 'Strategic Plan'; emphasis on building teacher capacity in the delivery of highly engaging lessons and the importance of 'Student Agency' in the learning process, will continue to be a major focus in the school's work towards stronger engagement outcomes.

Throughout 2019 focused work was undertaken around the need for a school-wide student program that would address the areas of student management as well as, enhance student engagement and wellbeing. The implementation of the 'School-wide Positive Behaviours Program' (SWPBS) commenced and will continue to develop in 2020 with all staff being involved in formal professional learning around the SWPBS Framework.

Also in 2019, staff professional learning focused on building teacher professional capacity in order to lift students' sense of 'engagement in learning', which of course, impacts directly upon student attendance. In 2020 the work in this area will continue and be strengthened through the involvement of all teaching staff in professional learning around 'Future-Focused Learning' (with international educationalist Lee Watanabe-Crockett).

A very positive outcome in the area of Student Engagement for 2019 was the school's 'Student Retention' rate with the number of Year 7 students remaining at school through to Year 10 'above' the rate for comparison with similar schools. A four year average was achieved placing the school just below the median for all Victorian Secondary Schools.

Another very positive result was the percentage of students from Years 10 to 12 going on to further studies or full-time employment. These results placing the school 'above' the results for comparably similar schools and well 'above' in terms of a 4-year average; this result falling at the top of the results for the middle 60% of Victorian Government Secondary Schools.

Wellbeing

2019 whilst at times challenging, was a great year for the College's Wellbeing Team and the delivery of the college's 'Student Wellbeing Program'.

We welcomed a new member to the 'Wellbeing Team' who is working 3 days a week with the junior students in the role of 'Student Wellbeing & Mental Health'. This role is currently being developed and includes individual student support, lunchtime groups such as Game Ninja (computer programming), Handball Competitions as well as, Social Skills/Emotional Regulation programs in small group settings and of course, 1-1 counselling. The 'Man Cave' and 'Big Sister' programs were introduced to the students at Yr. 7 to Yr. 10 giving students an insight into the type of person they would like to be. The programs are designed to help young people build on the relationships they have with each other and the school community.

Once again, our senior students attended the Fit 2 Drive and RYDA Road Safety programs to outline the importance of making safe decisions and becoming responsible road users.

The ongoing support and relationship we have been able to maintain with School Focused Youth Service (SFYS) has greatly assisted the college throughout 2019. They were able to provide funding to assist us with implementing programs within the college as well as, providing avenues for Wellbeing Network Meetings to help maintain the positive relationships with external agencies such as Kildonan Child and Family services, Anglicare.

Our relationship with the PHN, the 'Doctor's in Schools Program' and our School Nurse, went from strength to strength in 2019. Appointments continued to be in high demand and the students have formed a trusting connection with the clinic. The ability of the clinic to work with our psychologists through MHCP's was a fantastic opportunity for Wellbeing to be able to offer our students the support they required over time.

We are also very fortunate to have the ongoing support of our SSSO (Student Support Officers) network (DET) who work with Wellbeing and Principal Leadership in relation to assessments, secondary consults and advice when required.

The Program for Students with a Disability (PSD) provided positive outcomes across all levels of the College. Students range from Year 7 to Year 12 and work on Individual Learning Plans (ILP's) to achieve independent learning and skills, setting them up for future success. This is achieved through the collaborative work of the teaching and education support staff at the college. We are expanding our links with agencies that specialize in supporting students with disabilities and the NDIS scheme. This will enable our senior students to have the necessary work force support and guidance upon the completion of their senior years. A number of the students achieved end of year subject awards which is an outstanding achievement.

From our work with the PSD program and student wellbeing generally, we have been able to maintain and build upon our 'Case Management Approach' across the college; this allows us to offer 'wraparound support' for all students. This type of support can be provided by 1:1 interactions, personal support, referrals to outside agencies and a close working relationships with our families. This approach to wellbeing offers the ability to create continuity for students and families across the 6 years of secondary school.

The positive work undertaken by the college in the wellbeing area is reflected in our 2019 'Student Attitude to School Survey' results. In the key areas of 'Positive Climate for Learning' and 'Student Safety' results indicated positive experience for students.

Student transition at Year 7 and new students entering the college scored over 60% with an overwhelming number of students having high expectations of success for themselves. This student survey also showed an average of over 70% positive attitudes towards 'attendance' across all year levels of the college despite the actual attendance rates. This is indicative of the support and guidance they receive from the College Leadership Team, staff and the college community more broadly.

As a school we are proud to have a Wellbeing Program that supports our student's ability to achieve success with their individual learning and personal growth.

Financial performance and position

Throughout 2019 Lalor North Secondary College strove to strategically manage its allocated 'Student Resource Package' which represents the total funding used by the college to support all aspects of its programs and staffing requirements.

All funds were expended in line with the college's 'Annual Implementation Plan 2019' and its strategically nominated areas for improvement. Importantly, our allocation of Equity Funds was spent in a very targeted manner enabling the provision of key support roles in the areas of student mental health, classroom literacy / numeracy intervention support, student learning technologies and staff professional capacity building around effective learning and teaching pedagogy. The allocation of school funds will continue to be focused on the goals identified through the 'Annual Implementation

Plan in 2020'. We will remain focused on the targeted areas for improvement and continue to work collaboratively with our regional colleagues in the implementation of a range of DET improvement initiatives. Beyond this, the school has been working with dedicated funds towards the enhancement of its grounds and beautiful natural environment. The aim is also to refurbish many of the college's physical assets which have decayed over time and are in urgent need of attention. In 2019 Lalor North Secondary College participated in an Education Department Audit of the school's grounds and facilities. The audit indicated that there is much work to be done. This improvement work is seen as positive leverage in building the schools capacity to provide the very best facilities for the children from the surrounding local community into the future.

At the end of 2019, the college's financial position had been greatly improved through the strategic repayment of deficit funds, leaving us in a much more workable position for the year ahead. LNSC will continue to be strategic, creative and disciplined in the spending of SRP Funds in 2020 but will adopt a 'managed budget strategy' with preserved funds. This should ensure that, in the future, our end position is fiscally responsible yet meets the high resource demands of a college that works to reverse significant disadvantage within its community. With this in place, the aim is to implement the specific improvement strategies as the highest priority; improvement in the key areas of building teacher professional capacity, student literacy/numeracy, student wellbeing and student mental health. We are committed to this direction as we move forward into 2020 with a newly developed vision; this will indeed be exciting times for Lalor North Secondary College.

For more detailed information regarding our school please visit our website at
<http://lalornthsc.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 419 students were enrolled at this school in 2019, 217 female and 202 male.

36 percent of students had English as an additional language and 1 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)	75.1	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)	37.0	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	64.1	78.4	63.3	90.2	Below
Mathematics	24.2	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)	31.4	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	25.4	53.9	40.0	67.6	-
Year 9	Reading (latest year)	17.0	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	23.1	42.9	29.9	59.9	Below

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)	32.8	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	31.3	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	23.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	24.7	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	35.0	56.7	8.3
Year 5 to 7	Numeracy	41.4	48.3	10.3
Year 5 to 7	Writing	44.4	49.2	6.3
Year 5 to 7	Spelling	39.7	44.4	15.9
Year 5 to 7	Grammar and Punctuation	34.9	50.8	14.3
Year 7 to 9	Reading	40.5	51.4	8.1
Year 7 to 9	Numeracy	31.4	57.1	11.4
Year 7 to 9	Writing	27.0	56.8	16.2
Year 7 to 9	Spelling	21.6	56.8	21.6
Year 7 to 9	Grammar and Punctuation	37.8	51.4	10.8

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)	25.5	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	24.9	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **94 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **57 percent.**

VET units of competence satisfactorily completed in 2019: **83 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **72 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)	31.5	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	21.8	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	78	81	82	88	91

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)	72.1	75.6	66.7	82.1	Above
Retention (4 year average)	72.0	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)	96.2	90.1	81.8	98.6	Above
Student Exits (4 year average)	94.6	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)	38.8	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	42.6	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)	44.9	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	47.2	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	\$4,721,969
Government Provided DET Grants	\$1,072,479
Government Grants Commonwealth	\$0
Government Grants State	\$312
Revenue Other	\$58,049
Locally Raised Funds	\$167,071
Capital Grants	\$0
Total Operating Revenue	\$6,019,881

Equity ¹	Actual
Equity (Social Disadvantage)	\$604,523
Transition Funding	\$0
Equity (Catch Up)	\$61,702
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$666,225

Expenditure	Actual
Student Resource Package ²	\$4,795,741
Adjustments	\$0
Books & Publications	\$2,358
Communication Costs	\$27,158
Consumables	\$123,114
Miscellaneous Expense ³	\$246,992
Professional Development	\$55,570
Property and Equipment Services	\$406,629
Salaries & Allowances ⁴	\$367,891
Trading & Fundraising	\$6,391
Travel & Subsistence	\$7,100
Utilities	\$68,078
Total Operating Expenditure	\$6,107,021
Net Operating Surplus/-Deficit	(\$87,141)
Asset Acquisitions	\$28

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$432,020
Official Account	\$25,771
Other Accounts	\$0
Total Funds Available	\$457,791

Financial Commitments	Actual
Operating Reserve	\$205,138
Other Recurrent Expenditure	\$100
Provision Accounts	\$3,220
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$208,458

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').