



2018 Annual Report to The School Community

School Name: Oakwood School

School Number: 8337



School Context

Oakwood School provides the opportunity for young people who have disengaged from school to reconnect with teachers and learning. Students who explore enrolment have a history of disengagement from school and have often been to multiple educational settings but are expected to show a commitment to change as part of the enrolment process. The primary focus of the school is re-connecting students with learning and building literacy, numeracy and personal development skills. This work is described by the words Learning, respect and empowerment.

Oakwood School has campuses in Caulfield North, Noble Park North and Frankston and “pop-up” schools at community venues in Hastings, Rosebud, Pakenham and Mornington. Oakwood School also runs a satellite VCAL program at Longbeach Place in Chelsea and has responsibility for Montague School in South Melbourne. Oakwood School has approximately 420 students enrolled across the campuses and auspice several re-engagement programs delivered by external providers that cater for a further 50 students.

In 2018 the school had 56.2 equivalent full-time staff: 5 principal class, 33.5 teachers and 18.7 Education Support Staff.

Framework for Improving Student Outcomes

During 2018 there has been significant progress in the implementation of a professional learning culture with a focus on ensuring that all staff use student achievement data to inform their teaching and lead improvement in student outcomes.

The joint priority for 2018 was to “Embed a consistent, holistic instructional model across Oakwood School” (FISO Building practice excellence) and to “Develop a whole school attendance policy” (FISO Empowering students and building school pride). Highlights for the year included the facilitation of regular professional learning opportunities for staff from all campuses, the development of leadership teams that value collaboration, trust, risk taking and collaborative inquiry, and the creation of an attendance policy and streamlined procedures for data collection and analysis.

Achievement

We are proud that our students are making good progress with their learning, although this progress is not necessarily reflected by the data in this report. All students receive intensive literacy and numeracy support with an emphasis on repairing their confidence and belief in their learning ability. Students apply themselves to learning in areas of personal interest and build the skills and confidence to meet new challenges. All students funded under the Program for Students with a Disability program showed progress at satisfactory or above in achieving their individual goals.

During 2017 the school participated in the DET review process and developed a new Strategic Plan, the first goal of which is to “To maximise learning growth for all students in literacy and numeracy”. An analysis of the school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in both literacy and numeracy. The school identified a need to align the assessment processes with the Victorian Curriculum, and to ensure consistent whole school approaches to the teaching of literacy and numeracy.

Engagement

During 2018 a key initiative was the development of a program in partnership with DHHS to enrol primary school aged students who were in Out of Home care but not enrolled in a school. During the year seven students participated in the program with varying degrees of success. The significant barrier to the success for some students was their chaotic life circumstances with some spending varying lengths of time in detention or missing and not attending school. There were notable successes with three Out of Home Care students who have gained significantly from the program and two students who have transitioned back to a mainstream school. Across Oakwood School, it is exciting to see that our students are extremely well connected to the school although consistent attendance is a hurdle for many of them. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings. Student voice is heard through positive relationships, goal-setting, decision-making and our student led reporting conferences.

Wellbeing

We have provided effective and holistic case management for students and extensive professional learning for all staff on trauma informed practice and personalised learning. Targeted professional learning for staff has been conducted on managing the mental health needs of young people. Students are supported and guided to make positive lifestyle choices. The school provides case management based on the learning and behavioural needs of the young person. Partnerships with agencies provide holistic support and services as required. Significant initiatives for 2017 included the consolidation and growing success of the Doctor in Schools program at the Noble Park campus and the expansion of the partnership with Headspace to provide psychologists to support students at three of our sites.

Financial performance and position

Oakwood School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. Extra resources were committed to enable small class sizes, individual learning support, a teaching and learning coach and student wellbeing support at all Oakwood School locations. A net operating surplus of \$149,782 will be carried over into the 2018 school year.

Careful management of the Student Resource Package and Investments ensures we have the resources to meet our three year lease payments on the two building in Frankston and our presence at the Flexible Learning sites in Pakenham, Rosebud, Hastings, Mornington and Chelsea.

In excess of one million dollars was paid to external providers for Oakwood School students enrolled in courses with external educational facilities/providers. Our Animal Studies Program continued to grow with classes at Noble Park, Frankston, Mornington, Caulfield and Chelsea where VCAL students are also enrolled in a Cert 2 in Animal Studies with GoTAFE in Gippsland to complement the hands on experience provided by the dog training program. Students from Pakenham travelled to Noble Park to take part in the classes running at the Noble Park campus. Students continue to achieve great success in this program that also provides great educational pathways and employment opportunities for them.

Oakwood School received Commonwealth and State Government Grants to fund the Chaplaincy and Advance programs at the Oakwood School, Caulfield Park campus.

Oakwood School continues to ensure that funds are available for further expansion and to investigate innovative and engaging ways to deliver quality educational experiences to our student cohort.

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 405 students were enrolled at this school in 2018, 170 female and 235 male.

2 percent of students had English as an additional language and 8 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)	88.7	72.4	64.8	78.4

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)	73.2	51.5	41.4	61.2

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	3.3	79.1	64.9	89.9	
Mathematics	0.0	69.4	49.3	85.5	

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)		50.0	37.7	64.5	
Year 7	Numeracy (latest year)		50.8	37.5	66.7	
Year 9	Reading (latest year)	50.0	43.7	31.2	58.4	
Year 9	Numeracy (latest year)	33.3	44.4	30.4	59.9	

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)					
Year 7	Numeracy (4 year average)					
Year 9	Reading (4 year average)	31.1	41.9	30.8	54.9	
Year 9	Numeracy (4 year average)	13.6	41.8	30.1	59.1	

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'.

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 Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading			
Year 5 to 7	Numeracy			
Year 5 to 7	Writing			
Year 5 to 7	Spelling			
Year 5 to 7	Grammar and Punctuation			
Year 7 to 9	Reading	25.0	37.5	37.5
Year 7 to 9	Numeracy	50.0	33.3	16.7
Year 7 to 9	Writing	50.0	50.0	
Year 7 to 9	Spelling	62.5	37.5	
Year 7 to 9	Grammar and Punctuation	62.5	12.5	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)		27.1	25.3	29.7	
Mean Study Score (4 year average)	np	np	np	np	

Students in 2018 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **52 percent.**

VET units of competence satisfactorily completed in 2018: **34 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **62 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	40.6	20.6	15.9	25.1	
Average number of absence days (4 year average)	39.6	20.2	16.0	24.5	

Attendance Rate

Average 2018 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)	86	77	78	76	78	87

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	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	0.0	75.0	66.7	81.7	
Retention (4 year average)	47.1	75.0	66.2	80.4	

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	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	88.6	91.7	83.1	99.3	
Student Exits (4 year average)	75.7	91.6	83.5	97.7	

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.8	53.1	43.3	63.2	
Percent endorsement (2 year average)	71.4	52.9	44.5	61.9	

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.7	56.7	47.0	68.0	
Percent endorsement (2 year average)	78.7	56.0	47.5	66.4	

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$6,140,075
Government Provided DET Grants	\$1,460,773
Government Grants Commonwealth	\$0
Government Grants State	\$14,825
Revenue Other	\$46,847
Locally Raised Funds	\$13,429
Total Operating Revenue	\$7,675,950

Equity ¹	Actual
Equity (Social Disadvantage)	\$942,667
Equity (Catch Up)	\$0
Transition Funding	\$49,299
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$991,966

Expenditure	Actual
Student Resource Package ²	\$5,592,694
Adjustments	\$0
Books & Publications	\$1,477
Communication Costs	\$43,640
Consumables	\$118,941
Miscellaneous Expense ³	\$1,162,884
Professional Development	\$50,973
Property and Equipment Services	\$434,048
Salaries & Allowances ⁴	\$71,144
Trading & Fundraising	\$2,584
Travel & Subsistence	\$11,017
Utilities	\$36,765
Total Operating Expenditure	\$7,526,167
Net Operating Surplus/-Deficit	\$149,782
Asset Acquisitions	\$28,650

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$11,380
Official Account	\$130,081
Other Accounts	\$890,360
Total Funds Available	\$1,031,820

Financial Commitments	Actual
Operating Reserve	\$314,445
Other Recurrent Expenditure	\$3,760
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$639,428
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$74,187
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	\$1,031,820

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 04 Mar 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, 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 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.

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 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 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').

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.

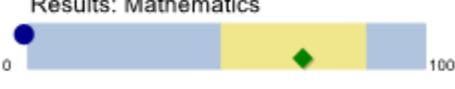
Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 405 students were enrolled at this school in 2018, 170 female and 235 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

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>NAPLAN Year 7</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

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>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 52% VET units of competence satisfactorily completed in 2018: 34% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 62%</p>		

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>Average Number of Student Absence Days</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>School Comparison 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" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>86 %</td> <td>77 %</td> <td>78 %</td> <td>76 %</td> <td>78 %</td> <td>87 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	77 %	78 %	76 %	78 %	87 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
86 %	77 %	78 %	76 %	78 %	87 %									
<p>Student Retention</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p>Exit Destinations</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												

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>Students Attitudes to School - Sense of Connectedness</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students Attitudes to School - Management of Bullying</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,140,075	High Yield Investment Account	\$11,380
Government Provided DET Grants	\$1,460,773	Official Account	\$130,081
Government Grants State	\$14,825	Other Accounts	\$890,360
Revenue Other	\$46,847	Total Funds Available	\$1,031,820
Locally Raised Funds	\$13,429		
Total Operating Revenue	\$7,675,950		
Equity¹			
Equity (Social Disadvantage)	\$942,667		
Equity (Catch Up)	\$49,299		
Equity Total	\$991,966		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,592,694	Operating Reserve	\$314,445
Books & Publications	\$1,477	Other Recurrent Expenditure	\$3,760
Communication Costs	\$43,640	School Based Programs	\$639,428
Consumables	\$118,941	Asset/Equipment Replacement < 12 months	\$74,187
Miscellaneous Expense ³	\$1,162,884	Total Financial Commitments	\$1,031,820
Professional Development	\$50,973		
Property and Equipment Services	\$434,048		
Salaries & Allowances ⁴	\$71,144		
Trading & Fundraising	\$2,584		
Travel & Subsistence	\$11,017		
Utilities	\$36,765		
Total Operating Expenditure	\$7,526,167		
Net Operating Surplus/-Deficit	\$149,782		
Asset Acquisitions	\$28,650		

(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 04 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)

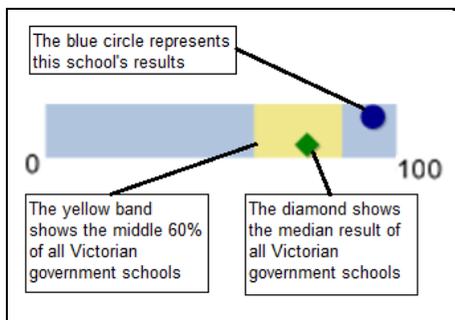
Engagement

- 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').