

2016 Annual Report to the School Community



School Name: Mount Ridley P-12 College

School Number: 8853



Name of School Principal:

Lino Pagano

Name of School Council President:

Traci Coe

Date of Endorsement:

26/4/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Mount Ridley P-12 College is dedicated to achieving excellence in teaching and learning, through innovative teaching practice and the promotion of core values and vital life skills. We are a community of active global citizens who are committed to life-long learning.

Our four main values that guide all practice and behaviours are:

- Respect and Tolerance
- Personal Success
- Honesty and Trust
- Responsibility

Each year the College Community agrees upon an Animating Principle which is aligned to and supports one of these values. In 2016 the Animating Principle was aligned to the value of Responsibility – Making Responsible Choices (MRC).

Mount Ridley P-12 College completed its eighth year of operation this year, catering for Prep to Year 12 students. We employed 239.8 equivalent full time staff: 5 Principal class members; 188.6 Teaching Staff and 46.2 Education Support Staff. Due to the continued growth of the College, 2016 saw the addition of 30 staff members.

The educational focus of the College continues to provide our students with a challenging and engaging curriculum program in conjunction with a rich co-curricular program consisting of student leadership, sport and community involvement. The incredible learning experiences and strong focus on high expectations can be attributed to the dedication of our staff, the resilience of our hard working students and the support of our parents and families.

Demand for student places at the College remains strong and we have had additional strains with the growing number of refugee families seeking enrolment. Many of these students have little or no English language ability and have been unsuccessful in accessing Language Centres prior to commencing with us. To this end we have had to devise tailored educational programs for them. This year has seen our student population increase to 1950 students. The talents and achievements of our students and staff are wide-ranging with learning taking place anywhere and anytime – in our purpose built Learning Neighbourhoods and specialist facilities, during excursions and camps, in partnership projects with members of the wider community and through immersion programs such as work experience. In these ways, we remain committed to developing the full potential of each student through the implementation of teaching and learning strategies that match the educational opportunities provided by the 21st century.

The Program for Students with a Disability (PSD) remains well-resourced with a wide variety of curriculum support materials and trained support staff. All identified students are provided with specific individual learning plans aimed at meeting their identified goals. Under the program, each student has worked towards the targets set in their individual learning plans.

Mount Ridley College continues its journey of many and varied accomplishments. For 2016, the following are worth noting:

- the second year of a full Year 12 cohort, containing a full program of Units 1,2,3 & 4 VCE subjects, VCAL and VET programs and the continued expansion of the Work Experience Program;
- expansion of Love Bites program, a respectful relationships program, partnered through the Secondary School Nurse program. This included the introduction of a cluster approach. MRC is the only school in Victoria to include a component that utilise involvement from Victoria Police.
- continuation of the College wide animating principle with this year's focus on Making Responsible Choices;
- collaboration with Berry Street to implement a professional development program aimed at supporting staff teams in the inclusion of elements of the Berry Street teaching model across the College;
- continued celebration of student work through the College's annual Art and Technology Exhibition;
- expansion of the College's teaching and learning program to implement the MRC lesson instructional framework;
- the establishment of TaLT (Teaching and Learning Teams) as a weekly meeting for the purpose of enhancing teaching strategies and utilising student data more effectively;
- the visit from Delhi Public School staff and students which expands our sister school arrangements to three;
- embedding the Student Leadership program which has resulted in a continued increase in the numbers of students involved in leadership opportunities.
- continued implementation of the Restorative Justice program across the College;
- continued promotion of the one-to-one device program across the College to support teaching and learning programs;
- our Community Day program continued its success with RUOK day and the celebration of Harmony Day aimed at respecting individual differences;
- the success of the new Maori and Pacific Islander (MPI) program, celebrating culture and promoting sound educational practice;



- support of the emerging Afghan refugee community through provision of College facilities;
- staff at the College continue to receive widespread recognition including one staff member being nominated and short listed for the Victorian Teacher of the Year awards;
- we continued to build on the success of the College's after school extra-curricula activities program by involving more external providers and offering a wider array of events;
- the Secondary Schools Community Hub Project continues to form strong alliances with Illim College and Penola Catholic College ;
- continued success in our sports programs has led to student participation at the District, State and National levels and the introduction of an Elite Sports Program (ESP) – AFL stream;
- our strong partnership with Victoria University continues with the expansion of the pre-service teacher program and our opportunities for MRC students to link in with their staff, facilities and teaching programs;
- connections with the Beacon Foundation, High Resolves and ABCN programs begin to produce results for our students with increased levels of engagement and wellbeing (it should be noted that MRC is the only school in the northern suburbs to be involved in this program);and
- targeted College funds have continued to be utilised to further develop the College's facilities, with a particular focus on landscaping and additional recreation areas.

Framework for Improving Student Outcomes (FISO)

As indicated in our 4 year strategic plan, we are committed to building practice-excellence in order to improve teacher pedagogy through collegiate and professional learning;

We also intend to continue the work begun in building a positive climate for learning-empowering students and building school pride, promoting high expectations and inclusion. We have progressed this goal by;

- enhancement of the established Mentor program in collaboration with the College Engagement and Student Services teams;
- expansion of the Berry Street Education Model (BSEM) across the College to ensure that staff have the five domains in mind when considering classroom practices;
- the pilot of a Grade Point Average (GPA) system in the senior years in order to more closely track progress and open the discussion for feedback for improvement;
- review of the Student Engagement teams approach resulted in a tiered case management system to better meet the needs of individual students from a wellbeing perspective;
- Positive Behaviours practices evident in student management documentation and meetings;
- Professional Learning to promote understanding of students with special needs, including IEP training and specific sessions in approaches to Autism, as an identified need in our data;
- growth in Student Voice program across the College which drives student feedback and has begun to join College Council;
- student feedback sought in lessons to ensure understanding and engagement.

Achievement

The College's intent to prioritise excellence in teaching and learning has continued to be a successful way forward in the improvement of student outcomes. Our focus on building practice excellence through a collaborative approach to improving pedagogy has heightened the profile of Teaching and Learning Teams (TaLT's).

According to NAPLAN results:

- the College's 2016 average Numeracy growth for years 5-7 exceeded the results for similar schools, while the 7-9 result demonstrated our results to be well above similar schools;
- in 2016 the College growth for Reading in the years 5-7 demonstrated comparable results to similar schools while the 7-9 results demonstrated results above similar schools;
- in 2016 the College growth for Writing in years 7-9 demonstrated that our results were comparable to similar schools.

The College's second full cohort of VCE students achieved a number of successes including:

- 99% of the students enrolled in VCE successfully completed their VCE and received their certificate;
- the median study score for VCE was 24;
- the average study score was equal to if not better than the other secondary schools within our local cluster;
- the 2016 Dux achieved an ATAR score of 92.5 (achieved by a student from a refugee background);
- the average ATAR score increased by 9 points;
- many graduate students have returned to the College to assist in tutoring and mentoring current students.

The Pathways data has revealed a pleasing trend where;

- 87% of the graduating cohort has moved on to further education or paid employment;

of those who applied for a tertiary placement 92% received first round offers in January and a further 18.5% received 2nd round offers. Most of these were students who had received a 1st round offer but were awaiting a higher placed course.



We have progressed this area by;

- expanding the scope of TaLT teams in order to roll out our Instructional Framework;
- using TaLT teams in order to promote collegiate learning and peer feedback to effect pedagogical change;
- using TaLT teams learning logs in order to ensure a differentiated approach to program delivery;
- expanding our work with Educational Consultant, Glen Pearsall to work intensively with groups of teachers to further drive pedagogical change and empower them to observe and advise fellow teachers;
- engaging the Berry Street team to continue the training in the Berry Street Educational Model (BSEM) to ensure staff have strategies to engage and connect students;
- area team leaders using meeting times to identify areas of need and making curriculum changes accordingly;
- undertaking intensive work with Philip Holmes-Smith with whole staff and mini-school groups to train staff in the most effective ways to select, collect and analyse data to inform teaching;
- the use of the SPA suite to direct data collection;
- the introduction of the ACER PATr and PATn testing to ensure more accurate and common baseline diagnosis;
- expanding the Senior tutoring program.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The promotion of high student engagement levels across the College continues to be emphasized. The College remains focused on stimulating positive levels of satisfaction in relation to the provision of an inspiring learning environment, promoting high student motivation levels, encouraging learning confidence and connectedness to their peers. The Attitudes to School survey demonstrated that the years 7-12 has shown improvement in student safety and morale.

In 2016 the number of students having 10 or less days off school has increased, meaning that they are at school more often. There are also fewer unapproved absence days.

We have progressed this area by;

- enhancement of the established core curriculum Mentor program in collaboration with the College Engagement and Student Services teams;
- piloting a Grade Point Average (GPA) system in the senior years in order to more closely track progress and open the discussion for feedback for improvement;
- growing Student Voice program across the College which drives student feedback and has begun to join College Council;
- seeking student feedback in lessons to ensure understanding and engagement;
- ensuring that staff follow up student absences in a timely manner.

Wellbeing



The College remains committed to maintaining a caring and cooperative school environment where students celebrate learning, feel safe and secure, are valued and are able to achieve individual success. Strong networks and relationships with parents, regional personnel and external agencies have enabled the College to better meet the needs of our students.

The Student Attitudes to School survey demonstrates improvement in student safety and morale. Student motivation is also high.

We have progressed this goal by;

- expansion of the BSEM across the College to ensure that staff have the five domains in mind when considering classroom practices;
- reviewing the Student Engagement teams approach to a tiered case management system to better meet the needs of individual students from a wellbeing perspective;
- incorporating Positive Behaviours practices in student management documentation and meetings;
- promoting understanding of students with special needs, through Professional Learning, including IEP training and specific sessions in approaches to Autism, as an identified need in our data.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 2007 students were enrolled at this school in 2016, 969 female and 1038 male. There were 47% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ■ Median of all Victorian government primary year levels: ■

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>55%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>51%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	55%	17%	Numeracy	39%	46%	16%	Writing	50%	40%	10%	Spelling	27%	51%	22%	Grammar and Punctuation	34%	51%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="555 819 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	90 %	91 %	92 %	91 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Lower</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>38%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>40%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	52%	21%	Numeracy	36%	44%	21%	Writing	46%	38%	15%	Spelling	36%	50%	13%	Grammar and Punctuation	32%	40%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>49%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	49%	25%	Numeracy	18%	49%	33%	Writing	39%	40%	20%	Spelling	22%	49%	29%	Grammar and Punctuation	35%	49%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Lower</p> <p>Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 99% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 33% VET units of competence satisfactorily completed in 2016: 82% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 58%</p>																										

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="579 824 1034 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>88 %</td> <td>86 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	86 %	91 %	89 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	86 %	91 %	89 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>												



(Secondary Year Levels)

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

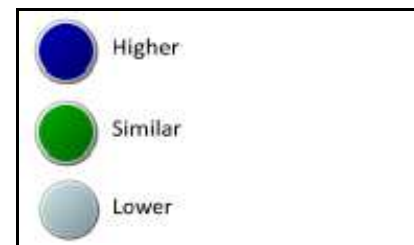
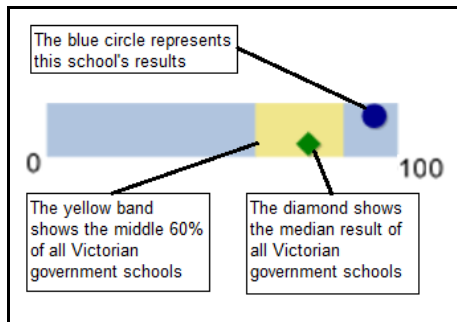
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

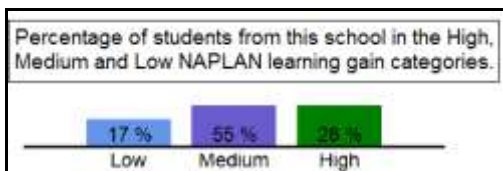
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$16,183,563
Government Provided DET Grants	\$3,776,129
Government Grants Commonwealth	\$33,201
Government Grants State	\$8,386
Revenue Other	\$62,036
Locally Raised Funds	\$862,138
Total Operating Revenue	\$20,925,453

Expenditure	
Student Resource Package	\$15,640,827
Books & Publications	\$28,376
Communication Costs	\$45,141
Consumables	\$372,949
Miscellaneous Expense	\$880,654
Professional Development	\$170,324
Property and Equipment Services	\$1,961,569
Salaries & Allowances	\$399,308
Trading & Fundraising	\$46,228
Utilities	\$157,214

Total Operating Expenditure **\$19,702,589**

Net Operating Surplus/-Deficit **\$1,222,864**

Asset Acquisitions **\$17,493**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$717,676
Official Account	\$18,097
Other Accounts	\$938,350
Total Funds Available	\$1,674,123

Financial Commitments	
Operating Reserve	\$507,326
Capital - Buildings/Grounds incl SMS<12 months	\$416,797
Maintenance - Buildings/Grounds incl SMS<12 months	\$447,000
Revenue Received in Advance	\$213,000
School Based Programs	\$90,000
Total Financial Commitments	\$1,674,123

The total operating expenditure saw the College with a surplus, as above. Sound financial management processes has meant that we have been able to put monies aside in order to address the College facilities development plan including the expansion of the main gymnasium to meet the needs of our growing community, development of general play areas and the sensory garden in the Prep area. The staffing profile of our College has required an increase in our Professional Development budget so as to better build staff capacity. There has also been significant investment in the future needs of the EAL area.

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.