

2018 Annual Report to The School Community



School Name: Williamstown High School (8475)



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 28 March 2019 at 02:56 PM by Giorgio Catalano
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 08:00 PM by Katrina McFerran
(School Council President)

About Our School

School context

Williamstown High School came under the auspices of the state education department in late 1914 after opening under local council and as a grammar school in 1867. In 1914 the world was at war and Australia was changing rapidly. The school adopted the red, black and yellow colours of Belgium, then besieged by German troops. It took the motto 'Hold Fast' to encourage students to commit to their education and to inspire the community to stand optimistically defiant in the face of a changing world. One hundred years on, 'Hold Fast' continues to be our motto. It speaks eloquently of the school's historical significance, its importance to the local community, its key values and on-going success at charting pathways for students. Proud of its past, but with an eye firmly on the future, Williamstown High School provides an exemplary learning environment that gives students a passion for life-long learning and the confidence to take an active role in society. Part of that passion is strongly connected to the arts – an area increasingly recognised as critical to learning.

Since 2011 the school has planned and raised funds to build stage one of a dedicated performing arts space. This was opened in mid-2017 with the aim now to raise the required funds to complete the project with enhanced music, dance and gallery spaces. Here, future generations of students will fully explore their artistic endeavours and the Williamstown community will share in the cultural activities and access these state-of-the-art facilities. Together we can celebrate the school's artistic achievements while giving something back to the community who has supported us. Williamstown and its neighbouring suburbs are strong and vibrant communities with a proven collective spirit to make things happen.

Williamstown High School caters for more than 1500 students from Years 7 to 12. The school is situated across two campuses that are within a ten-minute walking distance. The Bayview Campus is the home of our Middle Years (Years 7 to 9). This is the site of the former Point Gellibrand Girls' Secondary College. Williamstown High School merged with the girls' college in 2000 and a multimillion-dollar program saw the buildings and grounds rebuilt in 2006 based on an award-winning environmentally sustainable design. The proximity of the innovative Middle Years' Campus to Port Phillip Bay and the unique Jawbone Marine Sanctuary has enabled the school to develop an environmental curriculum, including marine studies, enhancing student-learning opportunities. The Pasco Campus, situated on the original site established early in the 20th century, is nestled in the heart of old Williamstown with an architectural style very much in keeping with the area and the era. The Senior Campus (Years 10 to 12), housed in several heritage buildings, including the original 1867 grammar school block, provides a mature setting for Year 10, VCE, VCAL and VET students to access broad and extensive curriculum options with modern facilities and resources.

A Williamstown High School education provides a dynamic learning culture that promotes integrity, innovation and the individual. As a school community we value:

- excellence and creativity in our achievements and ambitions
- integrity and honesty in our actions and relationships
- diversity in our curriculum, in each other and in our community
- strong and open communication between our school and our homes, and between our teachers, our students and our families
- a commitment to social justice and a passion to protect and improve our environment and our community.

The school offers three pathways for students accepted into the school: general co-educational, an accelerated learning program and girls-only homegroups that honour the traditions of Point Gellibrand Girls' Secondary College. The school also offers an Accelerated Sports Program, a dynamic instrumental music, visual and performing arts program, and a French and Indonesian LOTE program that encompasses two sister school arrangements. At Year 9, students are engaged in the Immersion program for one term. During this term, 40% of Year 9 class time is dedicated to the students immersing themselves in the theme "Making a Difference (MAD)". At the senior campus, a wide range of VCE, VET and VCAL studies are offered. Study scores and destination data reflect outstanding successes and continual improvement. The dedicated learning environment and a flexible curriculum allow students

to complete VCE/VET studies in Year 10. Year 11 students who are ready to meet the challenge of VCE are encouraged to undertake a unit 3/4 study. The Advancement Via Individual Determination (AVID) program at Years 10 to 12 supports middle band students who have the desire to go on with tertiary study and demonstrate an ongoing commitment to applying themselves. Commencing at Year 10 and continuing to Year 12, an International Students Program is in place with students from China, Vietnam and Europe successfully undertaking secondary studies with the view for many to continue tertiary studies in Australia.

Williamstown High School has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources, impacting positively on student outcomes. Williamstown High School enjoys a strong sense of community, working together to develop supportive and strong home school partnerships, depth in our extracurricular activities, a flourishing student leadership program with an emphasis on empowering student voice and outstanding performances in the arts, debating, sporting and artistic achievement. We encourage and demand the highest of standards from our students in the diverse pursuits for individual excellence.

Williamstown High School has 127.5 equivalent full-time staff: 5 Principal Class, 118 Teachers and 32 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2017 the school undertook an extensive self-evaluation process that informed the school review team. The review illustrated that Williamstown High School is a very good school while also highlighting the areas of improvement to be even better. This work led to the development of a new strategic plan with clear direction for the next four years with a focus on student learning growth, student agency and student wellbeing. Our AIP in 2018 was centred on these areas. This included developing new leadership roles for 2019. New role descriptions were developed and focussed on increasing student agency across the school and the four new Learning Specialist positions advertised and appointments made in 2018.

Our third and final year of work with the University of Melbourne Network of Schools (UMNOS) continued to build teaching practice excellence, utilising professional learning opportunities and evidence-based high impact learning strategies that positively impacted student learning outcomes.

The differentiation emphasis on teaching and learning across the whole school included continual development of teacher capacity to differentiate the learning experiences and growth for our students.

Growth for student outcomes in mathematics has been a focus with an initial emphasis at Year 8 & 10 and supported by the UMNOS work. The appointment of a Mathematics Leading Teacher in 2017, who has concentrated on developing high impact mathematics teaching and learning strategies, has brought about a focus in 2018 that led to achieving quality and consistent experiences in all mathematics classrooms.

Our course accreditation process, staff professional learning and use of formative and summative data sets has enhanced the emphasis on broadening and challenging students working at levels above and below standard.

We worked to embed our teaching and learning instructional model SIMPLE. Our middle leaders and leadership team worked towards becoming more active in engaging teachers in an instructional cycle, testing new approaches and evaluating their impact.

Teachers use the Student Feedback Tool in their classes to collect real time and authentic feedback from students in regards to their learning. Teachers use this information to improve the effectiveness of their classroom practice.

In 2018 we invested heavily in the professional learning for staff with Patrick Griffins work around Developmental Rubrics. This has led to a significant transformation for many staff and this support and work in moving forward will continue.

Members of the teaching and learning leadership team completed an extensive professional learning program facilitated by Bastow. The program was about building whole schools systems around successful "Professional Learning Communities". Professional learning and school based trials were successfully undertaken in 2018, in conjunction with the roll out of scheduled professional learning and resource management for staff.

In 2017, The School Wide Positive Behaviour Support (SWPBS) framework underwent a whole school review with all school community stakeholders. This included the redevelopment of our whole school locations matrix, the development of a learning tasks matrix and further review of key aspects of our SWPBS framework. This review took place with an aim to reinvest and recommit time into professional learning to ensure we remain dedicated to a safe and positive learning environment. In 2018, the lens was on working with our key stakeholders to ensure all changes that have been completed as part of the review were embedded across our school community. This was done successfully.

A significant priority for the school has been the ongoing commitment and investment in building the capacity of leaders across the school through the creation of a culture of leadership development, with a particular focus on the next tier of leaders. Our two year cycle sees extensive work undertaken with all school Curriculum and Student Engagement and Wellbeing leaders in one year and with the leadership team every other year. In 2018 this initiative focussed on growth coaching for all members of the school's leadership team. The leadership team has developed a collective responsibility for the whole school. Communication is open and transparent and there is strong trust. In 2019, there will be a continued commitment to developing aspirant leaders, encouraging staff involvement in internal and external professional learning programs, acknowledging leader's achievements and a focus on developing the quality of our coaching conversations.

Achievement

In 2018, Williamstown High School (WHS) students achieved above the state median for student learning in all measures, placing us in the top 20% of Victorian government schools.

Teacher judgements also in the top 20% of Victorian government schools continue to be reflective of the student achievements in NAPLAN for English and Mathematics.

NAPLAN results in 2018 indicate WHS students performed significantly above the state average for Reading, Writing and Numeracy at Years 7 and 9. Our diagnostic testing schedule has enabled us to identify and monitor the progress and growth for all students. We have a distinct commitment and focus on using student learning data, with particular emphasis on literacy, numeracy and VCE data service. Student achievement data is widely used and we will continue to look more intensively on the impact of the learning and an even greater evidence based approach.

Student learning gains at Year 9 in the area of Writing exceeded the standard 25-50-25 distribution for Low-Medium-High student gains. In Writing, we achieved a 21-54-25 distribution and a 17-52-31 distribution in Spelling. Participation in the Hobsons Bay Moderation Community of Practice has enabled the development of cross school and curriculum development, consistent moderation practices, deep strategies and explicit teaching based on student evidence and a collaborative approach.

Numeracy has been identified as an area for ongoing improvement and a focus area in our strategic plan for 2018-21. Our membership in UMNOS continued to build the capacity of teachers in the area of instructional practice. Problem solving, moderation and collaboration techniques are key improvement areas and we will draw upon the expertise internally and across schools in the UMNOS program. The 2018 learning gain data for mathematics was predicted to reflect improvement, with an increase in high learning gain and a decrease in low learning gain expected due to the work in 2017 and 2018. This has occurred as seen with the distribution for Low-Medium-High student gains from Year 7 to 9 moving from 34-49-17 to 26-51-22. This will continue to be an area that receives extra resourcing to ensure consistency of experiences across all mathematics classes including a focus on identifying intervention and extension strategies for students at their respective points of need.

It is worth noting the NAPLAN Year 9 Numeracy top 3 bands 4-year average, although in the top 20% of all Victorian government schools, has obtained a rating of lower in school comparison. This we predict will move to similar in 2019 as the 2018 Year 9 Numeracy result is significantly higher in 2018 than previous years, moving from the bottom end of the top 20% band to a higher and significant distance away. This provides further endorsement for the focus on mathematics in our strategic plan.

Building the professional learning of our staff has become part of the culture of our school. Our curriculum days, professional learning weeks, campus learning sessions and external professional learning opportunities for staff continued to focus on AIP goals. In building practice excellence we made strong investments in our staff professional learning, focusing specifically around self-reported grades, Developmental Rubrics, High Impact Teaching Strategies, curriculum planning and development and teacher collaboration. Teacher collaboration will be further enhanced in 2019 as we roll out our WHS Peer Observation and PLC models.

Our VCE results for 2018 were well above the state median and on par with similar schools on comparison performance measures over the four-year period 2015-2018. Our aim is to continue to produce VCE results well above state medians. Our emphasis on creating a senior school timetable based on our student interests as well as providing opportunities for a number of Year 11 students to undertake Unit 3 and 4 subjects contributes to senior students excelling in their studies.

We have an ongoing focus on VCE initiatives to support our senior students. Trial exams are completed twice a year, under exam conditions that mirror the experience in the formal VCAA process. In 2018 we continued to host extensive external exam lectures to prepare students for their exams. This was offered for a number of subjects and with overwhelming positive feedback and participation this initiative will become a key strategy for exam preparation programs in future years.

Engagement

Our Student attendance data has continued to place the school in the top 20% of all schools (low absence rates). Our student progression policy continued to have a positive impact on student commitment with specific reference to achievement, attitude and attendance. The importance of our home-school partnerships enables us to have ongoing success in supporting students at risk. Communications home through our attendance officer, engagement team as well as our attendance protocols will further enhance attendance rates.

Our school has maintained and in fact strengthened its excellent Year 7-10 retention rate, sitting us above the state median. This high retention data reflects a very positive attitude towards our school environment.

The school has successfully supported students in a seamless transition from the Bayview to the Pasco campus with a curriculum, counselling and orientation program in place.

We provide extensive counselling and pathway advice for students and parents in the subject selection process at Years 9, 10, 11 and 12. The school created the Leading Teacher position, Pathways and Transitions, in 2015. In 2016, a careers position of responsibility was introduced and in 2017 an additional educational support staff member was introduced. This has seen significant increase in student engagement in a variety of pathways programs, such as our Year 10 Work Experience program. Students receive up to date, relevant and consistent advice about viable and relevant pathways, tertiary courses and careers in the senior years that focus on the individual interests of students. This has also seen students choose pathways and subjects of interest and relevance including a growing number of VET studies and improved understanding of VCE alternative pathways such as the VCAL pathway. A regular career lunchtime expo program has been introduced and is now part of the senior campus program further engaging our students to expand their exposure to options beyond their school years. This will be further enhanced in 2019 with the introduction of the Morrisby online testing for all Year 9 students.

The introduction of VCAL in 2009 has successfully provided students with a viable and alternative pathway through

Years 11 and 12. We provided greater resourcing to challenge community perceptions about VCAL in 2017 and continued to do so in 2018 recognising that additional students would benefit from a VCAL pathway. As a result we commenced 2018 with increased VCAL numbers at Year 11 & 12 but more importantly, with a greater number of students undertaking a pathway that best suits their individual needs.

Our students were able to access a continually expanding range of VET courses, internally and through our membership in the Hobson Bay VET cluster. Internally, in 2017, we introduced VET Community Services for the first time and in 2018 it was offered at both Year 11 and 12. For 2019, we will continue to engage and explore opportunities for WHS students to pursue a range of diverse programs and will look to introduce a further offering in 2019, VET Sport and Recreation, at Year 11.

Our AVID program successfully continues to be implemented at Years 10 -12. This program supports the development of tertiary organisational readiness for middle band students. We have also embedded key AVID strategies school-wide, such as Cornell Notetaking, Critical Reading Strategies and Socratic Seminars.

The Centenary Theatre stage 1 was completed in May 2017. This is our 'legacy' project from our centenary celebrations in 2015, which promised to provide the school and the local community with a 'state of the art' facility for theatre and musical performances, showcasing student artwork, and hosting public lectures. In 2018 through lobbying the local member we received partial funding to complete stage 2 and for the building of a purpose built Year 12 Study Centre. We will now commence work with our architects for this construction project.

Wellbeing

The Student Attitudes to School survey indicates that we are above state outcomes and this is directly linked to the work undertaken around School Wide Positive Behaviour Support (SWPBS). Results are above the state median for student connectedness and management of bullying.

We have been recognised as a "Lead School" with our work in SWPBS, specifically with embedding Level One key strategies, otherwise known as the "Universal System".

Our pastoral care programs include the explicit teaching of our key behaviour expectations of, 'Be Respectful, Be a Learner, Be Safe,' linked directly to the SWPBS framework. The school continues to build upon a strong acknowledgement and recognition system that promotes and recognises positive behaviours among members of the school community.

We continued to build teacher capacity in SWPBS through professional learning and in the use of data analysis to understand and improve social learning, reflective strategies and reteaching opportunities across the school. This focus has led to greater consistency amongst all staff.

The introduction and implementation of Safe Minds and Youth Mental Health First Aid training for staff and families in our school community is a clear and visible extension of our work in SWPBS. The school has implemented the Child Safe Standards and these support our work with the SWPBS framework.

The introduction and implementation of the 4Rs (Resilience, Rights, Respectful Relationships) commenced in 2018. We have been recognised as a Partner School, along with Buckley Park Secondary College and St Bernard's; where we worked collaboratively to develop and implement an action plan in line with the 4R's initiative.

Through systematic professional learning with staff, we created common understandings and consistent processes in relation to the recently introduced Family Violence Policy. Our support systems continue to enhance a supportive working environment culture and collective efficacy.

A successful and popular Breakfast Club has continued to engage students at both campuses with intent to promote "A healthy start to the day" as a vital part of the program. Student Breakfast Club Coordinators and student leaders oversee and take responsibility in managing this program.

Increased student voice is unmistakable throughout numerous areas of the school. We have an increased application of the Student Feedback Tool, a surge in student articles in the school newsletter and leadership opportunities for students. The enriched leadership development is a core component of our student leadership program. Our student agency goal in our new Strategic Plan will also see a greater focus on student voice within the classroom as one aspect of increasing student agency. A senior student newspaper was introduced in 2018 and has now been resourced to ensure this initiative is sustainable and work on a Bayview radio station also occurred with a focus in 2018 on establishing the station with plans in place for a launch in 2019. We continue to enhance and enrich our extra curricular programs. These provide a variety of opportunities and increased sense of belonging for our students and includes House competitions at lunchtimes, lunchtime clubs, equality & diversity club, music and drama performances, art shows, writing competition, school aerobics, themed awareness raising events etc.

The school has continued to shape and provide an invaluable pastoral care program that embraces:

- year level wellbeing days (incursions, excursions, guest speakers)
- campus awareness weeks
- student leadership opportunities
- an extensive extra-curricular program
- student-led celebration assemblies and whole school events.

The school has successfully applied for, and received, over 93 Western Chances financial scholarships for students. These scholarships support individual academic and general achievement. Western Chances has recognised the Pasco Student Wellbeing Coordinator for her vital contribution to the welfare and wellbeing of our scholarship recipients.

Financial performance and position

The annual result for 2018 is a surplus of \$470,919 which is 2.65% of the Total Operating Revenue. The school will continue to accumulate a surplus that will be used for school programs as well as funding the construction of the second stage of the Centenary Theatre and study centre. The equity funding has been used to resource extensive literacy and mathematics support and programs benefitting all students. The school received \$232,894 for the building repair of A-Block and \$13,253.10 for teacher professional learning for the school to commence work on the Professional Learning Communities (PLC) initiative. The school spent \$68,500 on painting and \$60,000 on carpet replacement around both campuses, \$48,501 on a new uniform shop at our Bayview campus and \$80,000 on new ICT equipment.

For more detailed information regarding our school please visit our website at
www.willihigh.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.

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

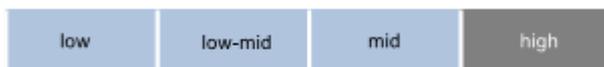
Enrolment Profile

A total of 1508 students were enrolled at this school in 2018, 794 female and 714 male.

7 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

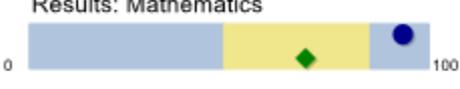
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



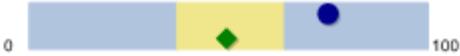
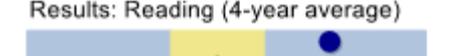
Performance Summary

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> Similar</p> <p> Similar</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>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> Lower</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>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>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 98% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2018: 85% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 94%</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" data-bbox="544 936 1002 1032"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	92 %	93 %	93 %	92 %	<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> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	92 %	93 %	93 %	92 %									
<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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</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	\$12,890,308	High Yield Investment Account	\$1,213,672
Government Provided DET Grants	\$2,284,249	Official Account	\$533,017
Government Grants Commonwealth	\$29,835	Other Accounts	\$551,704
Government Grants State	\$38,892	Total Funds Available	\$2,298,392
Revenue Other	\$79,004		
Locally Raised Funds	\$2,429,887		
Total Operating Revenue	\$17,752,174		
Equity¹			
Equity (Social Disadvantage)	\$75,822		
Equity (Catch Up)	\$39,950		
Equity Total	\$115,772		
Expenditure		Financial Commitments	
Student Resource Package ²	\$12,888,866	Operating Reserve	\$511,200
Books & Publications	\$24,574	Provision Accounts	\$8,107
Communication Costs	\$35,749	Funds Received in Advance	\$724,914
Consumables	\$441,859	School Based Programs	\$108,742
Miscellaneous Expense ³	\$1,433,416	Beneficiary/Memorial Accounts	\$12,474
Professional Development	\$124,456	Funds for Committees/Shared Arrangements	\$27,858
Property and Equipment Services	\$1,503,715	Asset/Equipment Replacement < 12 months	\$7,328
Salaries & Allowances ⁴	\$506,403	Capital - Buildings/Grounds < 12 months	\$655,045
Trading & Fundraising	\$128,796	Maintenance - Buildings/Grounds < 12 months	\$186,910
Travel & Subsistence	\$40,055	Asset/Equipment Replacement > 12 months	\$42,010
Utilities	\$153,366	Capital - Buildings/Grounds > 12 months	\$13,804
Total Operating Expenditure	\$17,281,255	Total Financial Commitments	\$2,298,392
Net Operating Surplus/-Deficit	\$470,919		
Asset Acquisitions	\$82,174		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

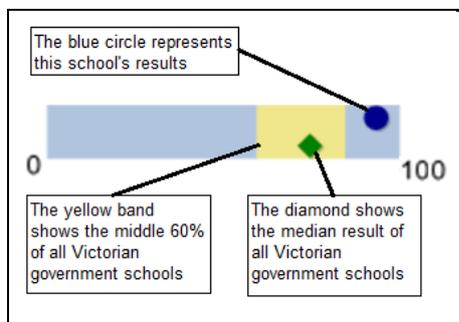
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

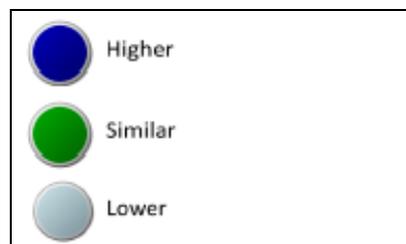


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').