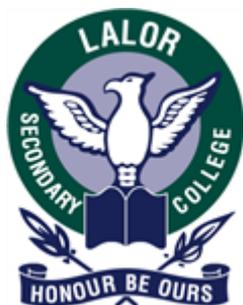


2019 Annual Report to The School Community



School Name: Lalor Secondary College (7985)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2020 at 04:23 PM by Corey Jewell (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Since 1963, Lalor Secondary College, a Year 7 – 12 co-educational school has serviced the communities of Lalor, Thomastown and Epping. The college is located in a residential area north of Melbourne in the City of Whittlesea. It is set on four acres of land, with well-maintained grounds which include grassed, asphalted and shaded areas, as well as a number of synthetic sporting surfaces. The College is located in close proximity to RMIT, La Trobe University, Melbourne Polytechnic and the Whittlesea TECH school. The school is a partner school of the TECH school and has close relationships with each of the Tertiary Education institutions.

The College values of Caring, Cooperation, Achievement, Honesty and Pride promote the cultural diversity of the student population which is drawn predominantly from the local neighbourhood areas. Enrolment figures for 2019 were 1150 students. The student population is characterised by a high proportion of Camps, Sport and Excursion Funding (CSEF) recipients and a very high proportion of LOTE speakers at home. Approximately 44 different nationalities among the students leads to a culturally and linguistically diverse group of learners. Our learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students. Student achievement and engagement is similar to like group schools and retention is high. The VCE program offers extensive subject choice and pathway options, with the college's VCAL program having been in operation since 2010.

The College has maintained its ageing facilities to an excellent standard which include two upgraded and refurbished food technology rooms, a gymnasium and sporting facilities including basketball/netball courts, 1 large synthetic sports field, 6 synthetic tennis courts (accommodating hockey and soccer), a grass soccer and football oval. The Drama Centre has retractable seating for 128, a staff office, two theatre dressing rooms, ample storage and multi-media facilities. In 2009 a significant upgrade was commenced in the area of IT across the school. This included the upgrade of general purpose classrooms to include multimedia facilities, additional computer labs, as well as a VCD room with excellent Apple IT support. In 2018 we will have a total of 15 portable classrooms.

The school owns a 25 seat bus, which is used for excursions, camps, sports and physical education activities. In 2012 the Science Centre opened for inquiry based classes and in 2016 the newly refurbished Administration building was opened after school council initiated stage one of the college Master Plan. There are four car parks on the grounds providing adequate parking for all staff and visitors. In 2019 the Innovation Centre construction was completed leading to digital technology and maker spaces to cater for a new curriculum suited to the changing needs of modern society. While the college currently provides a diverse Learning and Teaching program, the changing needs of our students and community require regular updates. In 2016 this included moving to the Victorian Curriculum in Years 7 to 10, and in 2018 the school established a Teaching and Learning Framework that included an agreed Instructional Model, Literacy Action Plans for each Key Learning Area, the DET HITS and the Helen Timperley Inquiry Cycle.

The college provides an established program for Years 7 & 8, some choice in Year 9 and increased specialist subjects in Year 10. The Years 11 & 12 students have access to a wide range of VCE, VET and VCAL pathways. The college has also been innovative in terms of curriculum delivery and teaching and learning strategies, with a recent focus on the Helen Timperley Inquiry Cycle to inform teacher practice and measure impact on learning, including the targeted use of data.

Special features of the college include a Language program offering four languages and since 2006 the college has hosted the Victorian School of Languages on Saturday mornings. For those students experiencing difficulties with their Literacy, the 'Boost' program is provided in Years 7,8, 9 & 10 through separate targeted classes and activities. Year 9 students also have the opportunity to participate in the Advance Program incorporating the Duke of Edinburgh Award. Extensive opportunities for student enrichment are offered, including a school production, cultural concert, the school magazine-Milpera, the Debutante Ball, the Year 7 Camp, the Year 9 Queensland trip, the Europe trip, the Constitutional Convention, Debating, Mooting through La Trobe University and the Year 12 Study Skills conference. There are also various clubs operating including the knitting club, Arties Club, Anime Club, Chess Club, Walking Club, Mindfulness club, Music club and Fantasy Soccer just to name a few.

The college has a well-established Well-being team that provides support for students in a range of areas including an integrated Course and Career Development program operating throughout the middle and senior school as well as a Student Well-being program which includes integration and student counselling. Targeted programs in the area of cyber bullying are presented each year and recently partnered with La Trobe University for an 8 week program for our junior students.

Students are encouraged to build their leadership capabilities through a range of opportunities which include SRC Representatives, Peer Support Leaders, School Captains, Sports Captains, House Captains, Art Captains and Class Captains. The school also has a strong partnership with ABCN that offers various leadership programs across a range of year levels. The college values of Honesty, Caring, Cooperation, Achievement and Pride were developed with a high level of student involvement. The values are prominently displayed in every classroom, reinforced at the start of every year and consequently have had a significant and positive impact on learning and behaviour.

Effective communication between parents and the school is promoted and encouraged through the use of Compass, the online fortnightly 'Eagle' newsletter, information evenings, parent/teacher conferences and at various social events. Teachers will contact parents directly if there is an issue about non-submission of work. The preferred mode of communication is through Compass (the school's information management portal). All parents are encouraged to ensure their mobile number and personal email details are kept up to date for the communication to be effective.

Students are both encouraged and expected to do their best whether in the classroom, at sport or when participating in extra-curricular events. Achievements, academic and in a range of other areas, are celebrated and rewarded. The college holds an annual Presentation Evening as well as Semester Assemblies where a range of awards are presented to students. In 2019 the school's Reward and Recognition program continued to expand in recognising the achievements of students in more areas that included Community, Leadership, ARTS and Sport. The recognition of student academic achievement also expanded to include Bronze, Silver and Gold Honour Awards.

School Council has developed a strategy to improve the school's facilities with a good financial management strategy that saw the development of a new outdoor learning space for all students in 2019, as well as a long term plan for future building initiatives that includes more outdoor learning spaces in 2020.

The school has the following staffing profile.

Teachers	80 (Not including Principal Class, Leading Teachers and Learning Specialist)
Education Support Staff	19 (not including the Business Manager)
Teacher Aides	10
Leadership Profile	Principal, three Assistant Principals, seven Leading Teachers, four Learning Specialists and the Business Manager.

Framework for Improving Student Outcomes (FISO)

The goals and key improvements strategies identified through the 2018 school review that were the focus of 2019 included the following:

Two goals over the 4 year period.

- 1 - To maximise student achievement and learning growth across all key learning areas (Linked to the FISO Key Improvement Strategy - Building Practice Excellence)
- 2 - To build students as active and responsible learners. (Linked to the FISO Key Improvement Strategy - Empowering students and building school pride)

These goals will be addressed with 4 key strategies over the 4 year period.

- 1 - The consistent implementation of the Lalor Secondary College Teaching and Learning Framework by all teaching staff.
- 2 - The development of student agency within all classrooms.
- 3 - The evolution of the school's curriculum focus and design.
- 4 - the implementation of the Berry Street model to support the language used around the above strategies.

The Berry Street Education Model implementation commenced with the professional development of all staff, and the review of many of the school's processes that included student management, teaching and learning and daily operations. This led to the development of the Lalor Secondary College Berry Street Best practice initiatives for 2020. The traction gained around this focus area was significant and will be a continued focus over the next 3 years of the strategic plan. The school looks forward to seeing some positive changes to the student attitude to school survey in the coming years as a result of this model.

The school saw a concentrated effort of becoming more familiar with the Lalor Secondary College Teaching and Learning Framework through a targeted and well planned professional learning plan. This saw more consistency with

key aspects of the Teaching and Learning Model being delivered by all teachers within the classroom, and an increased focus of working collaboratively within the Professional Learning Communities. This initiative was monitored by the Pivot Survey that was undertaken for the first time in 2019 by all teachers. The feedback provided to the school and staff by students confirmed that the key facets of the Lalor Secondary College Instructional Model were being consistently delivered across all classrooms.

Again, the Teaching and Learning Framework will be a continued focus over the next 3 years of the strategic plan. The school also spent significant time on defining what Student Agency is and what it looks like within a successful educational setting. All staff undertook professional learning around this focus area and planned around what it looks like in their classrooms. The Berry Street training and processes reinforced the information around and Student Agency and supported the continued evolution of this area within the school.

Achievement

The VCE class of 2019 achieved a median study score of 26 for all VCE subjects undertaken, the study scores of 40 or above increased to 2.2% and the average ATAR result for all students completing the VCE was 51.97. The Median Study Score result was a little lower than previous years and slightly lower than the state median, however how high performing students increased. The 4-year mean study score data remains above the state mean at 28.1 and supports the schools strong results of previous years. These results have remained consistent through a prescribed mentoring program, excellent use of school data and subject choice processes, consistent focus on use of the Study Design and the consistent message of high expectations delivered through a focused assembly schedule and past student engagement. In 2019 there was significant disruption to the stability and continuity of the senior school team which may have impacted on the overall result of the cohort.

97% of students satisfactorily completed their VCE certificate, with 92.4% of the students exiting the school in years 10 to 12 going onto further studies or full time employment. The percentage of VCAL credits satisfactorily completed in 2019 was 99%, with 18% of students completing Year 12 undertaking at least one Vocational Education and Training (VET) unit of competence.

Teacher judgments with regards the Victorian Curriculum show that both English and Mathematics for Years 7 to 10 students are judged above Similar Schools with 89.9% of students in English being at or above age expected level, and 85.2% of Mathematics students being judged at or above age expected level. This is in comparison to 78.4% at state level for English and 67.9% at state level for Mathematics. This indicates that teachers are still adapting to the levels of the Victorian Curriculum when you compare the NAPLAN data to other schools and are most likely to place students at the expected level when completing reports.

The NAPLAN top 3 bands data shows that in Year 7 there were 44.9% in Reading and 44.9% in Numeracy. There was no comparison against Similar Schools. The NAPLAN top 3 bands data at Year 9 showed that there were 30.2% in Reading which was below similar schools and 39.6% in Numeracy which was above similar schools. The Key Learning Area Literacy Action Plans are one of the key improvement strategies commenced to address this data, along side the development and implementation of the Teaching and Learning Framework. Significant resources continued to be allocated in 2019 to differentiate the Mathematics program and provide smaller classes across years 7 to 10. This included creating additional Foundation Mathematics classes and Extension Mathematics classes to assist in increasing the access to Mathematics for all students.

The NAPLAN learning gain in Year 7, shows that the following percentage of students have a learning gain in the medium to high levels. Within the domain of Reading 75% of students were in the medium and high groups, 69% of students in Writing, 81.6% in Spelling, 73.8% in Grammar and Punctuation and 78% in Numeracy.

The NAPLAN learning gain in Year 9 shows that the following percentage of students have a learning gain in the medium to high levels. Within the domain of Reading 69.5% of students were in the medium and high groups, 78% of students in Writing, 82.9% in Spelling, 68.6% in Grammar and Punctuation and 69.7% in Numeracy.

There was no comparison against similar schools. Again, the Key Learning Area Literacy Action Plans are one of the key improvement strategies commenced to address this data, along side the development and implementation of the Teaching and Learning Framework. The Boost program has now been in place for 2 years to address the concerns of our lowest performing students with targeted Literacy intervention for these students.

Engagement

The average attendance rate across the school is 91%, with the highest rate of 94% attendance at Year 12, and the lowest of 88% attendance at Year 8. This result is consistent with previous years and has the school at an average of 18.6 absence days. This is lower than the state average of 21.3 and of similar schools.

It has been consistently better than the state average as shown in the 4-year average data with the schools 4 year average of absence days at 17.1 compared to the state average of 20.4 absence days. Absences are managed according to the DET guidelines with regular contact via multiple mediums in line with the Lalor Secondary College Student Engagement policy. The schools Student Management structures are well resourced and focus on students with low attendance with a dedicated attendance officer to address

The schools retention date shows that 84.5% percent of students remain at the school through to Year 10. This is higher than the state percentage result of 75.6% and is above similar schools. The 4-year average retention data is 83.9% above the state 4 year average of 75.3%. The school has developed an excellent school culture through the schools consistent student management processes and Well-being and Leadership programs that supports students to develop a school that they would like to attend and be a part of.

The percentage of students in 2019 from Years 10 to 12 going onto further studies or full time employment was 92.4% which is above similar schools and the state average of 90.1%. The 4-year average is 95.9% which is higher than the 4 year state average of 91.1%.

Wellbeing

The school continues to have an established and dedicated Well-being team that delivers a coordinated approach to the student Well-being programs that have been embedded into the school curriculum and culture. Some of these programs are: 'Yoga Thursdays', Peer Support, After School Homework Club, Pre-Orientation program, Work experience and individual case management. The team has been consistent over a number of years which has meant consistency in the delivery of all areas.

The percentage of positive responses from students for the Sense of Connectedness area within the Attitudes to School survey was 64.1% which is higher than the state result of 52% and above similar schools. The 3 year average result for the school is 65.3% which is above the 3 year average state result of 52.3%.

The school has also been rated as above similar schools for Management of Bullying by students with 63.3% of students with a positive response to this area. This is also above the state result of 56.2%. The 3 year average for the school is 63.5% which is above the state median of 55.8%.

Financial performance and position

The 2019 annual result was a surplus of approximately \$600,000. The surplus result is in line with previous years. This is a result of good financial planning and management from school council in conjunction with the college principal and business manager. Significant monies were spent in 2019 completing the Innovation Centre. These capital works totaled approximately \$2.7 million dollars. The school remains in a sound financial position with approximately \$1.5 million remaining in the High Yield Investment account. Some of these monies have been allocated to future capital works including the development of new outdoor learning spaces, supplying Air Conditioning to our multi-story building and some outdoor shaded areas for the students.

The significant Equity funding that the school receives continues to employ additional Mathematics and English / Literacy teachers to support the catch up programs run at the school.

For more detailed information regarding our school please visit our website at
<http://www.lalorsc.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 1122 students were enrolled at this school in 2019, 579 female and 543 male.

57 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.8	73.0	64.9	79.3

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	50.3	54.2	43.8	63.0

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.9	78.4	63.3	90.2	Above
Mathematics	85.2	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

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

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	44.9	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	44.9	53.9	40.0	67.6	-
Year 9	Reading (latest year)	30.2	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	39.6	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	40.7	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	46.1	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	28.8	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	34.0	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	25.0	52.3	22.7
Year 5 to 7	Numeracy	22.0	50.6	27.4
Year 5 to 7	Writing	31.0	52.3	16.7
Year 5 to 7	Spelling	18.5	51.2	30.4
Year 5 to 7	Grammar and Punctuation	26.2	48.2	25.6
Year 7 to 9	Reading	30.5	50.3	19.2
Year 7 to 9	Numeracy	30.3	47.7	21.9
Year 7 to 9	Writing	22.0	57.2	20.8
Year 7 to 9	Spelling	17.1	49.1	33.7
Year 7 to 9	Grammar and Punctuation	31.4	50.3	18.3

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	26.0	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	28.1	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent**.

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **18 percent**.

VET units of competence satisfactorily completed in 2019: **89 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.6	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	17.1	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	88	89	90	93	94

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	84.5	75.6	66.7	82.1	Above
Retention (4 year average)	83.9	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	92.4	90.1	81.8	98.6	Above
Student Exits (4 year average)	95.9	91.1	83.0	97.4	-

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

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	64.1	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	65.3	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	63.3	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	63.5	55.8	47.0	66.2	-

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,680,343
Government Provided DET Grants	\$2,273,304
Government Grants Commonwealth	\$0
Government Grants State	\$11,598
Revenue Other	\$94,290
Locally Raised Funds	\$798,772
Capital Grants	\$0
Total Operating Revenue	\$14,858,307
Equity ¹	Actual
Equity (Social Disadvantage)	\$1,698,695
Transition Funding	\$0
Equity (Catch Up)	\$117,277
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,815,972
Expenditure	Actual
Student Resource Package ²	\$11,039,259
Adjustments	\$0
Books & Publications	\$9,608
Communication Costs	\$33,322
Consumables	\$372,703
Miscellaneous Expense ³	\$597,156
Professional Development	\$176,103
Property and Equipment Services	\$3,114,584
Salaries & Allowances ⁴	\$457,791
Trading & Fundraising	\$151,489
Travel & Subsistence	\$9,704
Utilities	\$122,774
Total Operating Expenditure	\$16,084,493
Net Operating Surplus/-Deficit	(\$1,226,186)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,548,267
Official Account	\$22,505
Other Accounts	\$131
Total Funds Available	\$1,570,904

Financial Commitments	Actual
Operating Reserve	\$381,608
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$68,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$120,000
Total Financial Commitments	\$1,569,608

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

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

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

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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