**2018 Annual Report to**

**The School Community  
  
School Name: Oberon High School (8210)**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 14 March 2019 at 08:43 AM by Timothy McMahon (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 15 March 2019 at 10:49 AM by Craig Wood-Burgess (School Council President) | |

**About Our School**

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| School context |
| Oberon High School is a co-educational secondary school with an enrolment of 573 students (250 female and 323 male) supported by 57.6 equivalent fulltime staff, (3 Principal class staff, 38.4 teaching and 16.2 educational support officers). Our student enrolment includes 3% of whom are Aboriginal or Torres Strait Islander and 3% who have English as Additional Language (EAL). The SFO of the school is 0.4469 rating the school as Medium in terms of the socio-economic background of our students and families. 6.59% of students of the students have funding based around disability. The Oberon High School student population is from the southern suburbs of Geelong, the Surf Coast areas and rural locations. All students are encouraged to build on their talents, expand their horizons and develop a culture of learning through participation in a variety of academic, applied learning, sporting, artistic and social programs. This is reflected in the school mantra of ‘Shape your future….Go one better’. Our school provides a learning environment in which students strive for and respect high achievement, and they develop social skills based on the principles of tolerance and understanding. |
| Framework for Improving Student Outcomes (FISO) |
| In 2018 the two school focus areas were ‘Building Practice Excellence’ and ‘Professional Leadership’. The quality of teaching and learning has a direct link with student learning outcomes, consequently the school has continued to specifically focus on improving teacher practices and the capabilities of our leadership team to lead improvement in teacher practice. The school has continued with its teaching and learning improvement agenda, with a focus on improving the capacity of teaching practice of teachers using an agreed learning framework, ‘The Oberon Good Lesson’, based on the ‘Powerful Learning Framework’. The objective of this focus has been to minimise the variance in the quality of teaching that occurs across the school. This focus has been supported by a targeted ongoing professional learning program for staff members, supported by regular classroom observations focusing in on specific areas of improvement, sharing of best practice amongst staff and accessing feedback from both staff and students around teaching practices with the end goal of further improving student learning outcomes. The importance of this professional learning focus is supported by staff and reflected in the school staff survey which is well above median of all Victorian Government Secondary Schools. The professional learning focus of the school was further supported in 2018 by the appointments of two learning specialists focusing on further improvements in literacy and numeracy.  In 2018 the school undertook a School Review conducted by an Independent Reviewer appointed by the Department of Education and Training. The review reaffirmed the progress that has been made by the school and this was reflected in the FISO continua where the school was rated as embedding in all areas of ‘Building Practice Excellence’ and ‘Professional Leadership’. As a result of the review, the school will be focusing in on the following areas over the course of the next four years:  • Literacy and numeracy, particularly improving numeracy and writing  • High Impact Teaching Strategies  • Formalising opportunities for student agency to enhance engagement. |
| Achievement |
| In 2018 Oberon High School continued to achieve very good student learning outcomes by students at the school. Year 7 & 9 students NAPLAN data indicated that we are performing well above the Victorian Government School median in the percentage of students that are in the top three bands in Reading and Numeracy. A focus and goal of the school has been to maintain or increase the percentage of students in the top bands from year 7 to 9, based on cohort year levels. We have achieved this goal in 2018 in Reading and Numeracy. The Year 9 matched cohort growth from Year 7 results showed high learning gain in Reading, Grammar/Punctuation and Numeracy at a rate well above that achieved by Victorian Government Secondary Schools. This improvement included highly capable students identified in the top two bands, which has been a focus of the school. VCE results in 2018 were once again very pleasing, with our results in line with the Victorian Government School mean study score. Our results over a four year period indicates that we have performed above the Victorian Government School mean. In 2018, 5% of our cohort of year 12 students achieved an ATAR score above 90 placing them in the top 10% of students in the state and 8% achieved an ATAR score above 80 placing them in the top 20% of students in the state. 4.6% of students achieved a study score of above 40. The average study scores in Chemistry, Biology, Legal Studies, Psychology and Further Mathematics were well above the average score achieved by all schools (state, catholic and independent). This has been the trend for a number of years.  The school has 20 funded students as part of the Program for Students with Disabilities. All students showed above satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans.  In 2018 the school was also a Lead partner with another Secondary School as part of the Department of Education, initiative ‘School Improvement Partnership’. The focus was to support the other school to share ideas and strategies implemented at Oberon as part of our Literacy improvement approach.  In 2018 the school was part of a Department of Education study to profile the school as a case study for achieving consistent improvement in student learning outcomes over a number of years. This report will be published as a case study for other schools to have access to and also to learn from. |
| Engagement |
| Improving student attendance has been a focus in the school and has pleasingly shown continued improvement in 2018 with the school attendance rates indicating an improvement significantly better than the state average. The school will continue to focus on regular attendance as an important factor in student success both academically and socially. While the attendance rates are now significantly better than the state average, we will continue to reaffirm with our school community the importance of regular attendance to maximise student learning. The school provided and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting program, the success of which is demonstrated by a number of individuals and teams making school sport Victoria state finals in 2018. All year levels are offered a camps program and students studying languages are offered the opportunity to immerse themselves in that culture by visiting Indonesia and Germany. In 2018 the school production of ‘The Curse of the Mummy’ allowed our performing art students to showcase their talent in a very entertaining and light hearted way. Students from years 7-12 were once again able to showcase their public speaking ability through the Oberon Public Speaking festival. The school was once again represented in a range of student forums and debating competitions. |
| Wellbeing |
| The school always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, Year Level Managers, Chaplain and School Counsellor who all provide excellent support for students and families. The wellbeing programs offered to the students include ‘boat building’, a creative arts program, ‘girls go extreme programs’ a variety of lunchtime support programs as well as a number of other practical based programs that are supported by Belmont Rotary and other outside agencies. The school also runs a breakfast program two mornings per week in partnership with the Salvation Army. In 2018 the school refined its pastoral care program ‘Connect’ to further improve the connectedness of students to the school, this was modified to ensure a greater time allocation with the focus on implementing the DET supported Respectful Relationships curriculum. Pleasingly the student attitude to school - Sense of Connectedness indicator is well above the median of all Victorian Government Secondary Schools and the Management of Bullying indicator is also above the median of all Victorian Government Secondary Schools. Student leadership is valued at the school, with opportunities available at all year levels. In 2018 twenty Year 10 students attended a week long leadership camp at Bogong Outdoor Education Centre and twenty year nine students attended a week long leadership camp at Rubicon Outdoor Education centre. Six of our year nine students spent six weeks in China as part of the DET School for Student Leadership, China experience. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events including the Awards Day and Open Nights. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices.  Oberon High School has had very successful outcomes for its 2018 Year 12 VCE cohort with 85% of those applying for tertiary places receiving an offer in their first or second preference. Our Victorian Certificate of Applied learning students were highly successful with all engaged in apprenticeships, training or employment in 2018. These students were expected to participate in the workplace during their final year of school to improve their employability and work place skills which greatly enhanced their success.  The school since mid-2017 has worked with the Victorian School Building Authority (VSBA) to design plans for the relocated Oberon High School at Armstrong Creek. The commitments by the Labor Andrews Government to relocate the school to the Education Precinct in the growth corridor of Armstrong Creek for the start of the 2021 school year will ensure that the students attending Oberon will have access to the modern learning facilities that all students deserve. This relocation has resulted in significant increase in student enrolments especially at year 7 for the 2019 school year, ensuring that there will continue to be a breadth of programs that can be offered to students attending the school. |
| Financial performance and position |
| The school finished 2018 with a surplus of $114,905.00 due to the well managed staffing side of the budget. This surplus has enabled the school to bring in new teachers for the 2019 year to match the higher enrolment experienced for 2019.  During the 2018 year, Oberon High School was part of the School Improvement Partnership (SIP) Schools Agreement program as a Lead School. Our partnership was with Western Heights SC. From 14th December 2017 to 21/12/2018 the school received a total of $50,000.00 (from two separate reimbursements) to assist with Programs, CRT costs, PD activity costs, etc for our English Team to share practices, strategies and knowledge with our partner school to assist in the improvement of learning outcomes for their students in reading and writing.  The equity funding received by the school has been very well used, in line with the Department’s expectation that it be used to improve student outcomes. Oberon High School has used the equity to cover special activities and speakers who have been brought in to run activities or communicate to our students on best practices to achieve their own best results. Along with these student activities, the funding has also been used to cover some very specific ‘Teaching and Learning” PDs that many of our staff have attended and also covering the CRT costs incurred due to these particular professional development days. |
| **For more detailed information regarding our school please visit our website at <http://www.oberonhs.vic.edu.au/site/>** |

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 | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | |  | | |  | |  | | --- | | **Performance Summary** | |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | | | | |  |  | |  |  |  |  |  |  |  |  | | |  | | --- | | Achievement | | |  | | --- | | Student Outcomes | | | | | |  | | --- | | School Comparison | | |  | | |  | | --- | | Teacher Judgement of student achievement  Percentage of students in Years 7 to 10 working at or above age expected standards in:  ·         English  ·         Mathematics  For further details refer to *How to read the Annual Report.* | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | |  | |  | |  | |  | |  | | | |  | |  |  |  |  |  |  |  |  | | | |  |  | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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percentage of students in the top 3 bands of testing in NAPLAN at Year 7.  Year 7 assessments are reported on a scale from Bands 4 - 9. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | |  | | |  |  | |  |  |  |  |  | | |  | | --- | | Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison. | |  | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  | | --- | | NAPLAN Year 9  The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.  Year 9 assessments are reported on a scale from Bands 5 - 10. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | | | |  | | |

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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’. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | | |  | | --- | | NAPLAN Learning Gain does not require a School Comparison. | | | |  | | |  | | --- | | NAPLAN Learning Gain  Year 7 - Year 9  Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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’. | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | | |  | | --- | | NAPLAN Learning Gain does not require a School Comparison. | | | |  | | |  | | --- | |  | |  | |  | | | | |  | | |  | | --- | | 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. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | |  | | |  |  | | --- | --- | | |  | | --- | | 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: 23%  VET units of competence satisfactorily completed in 2018: 74%  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 94% | | | | | | | | |  | | | |  | | |  |

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| --- | --- | --- | --- | --- | --- | | |  | | --- | |  | | |  | |  | | --- | | **Performance Summary** | |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | | | | |  |  | |  |  |  |  |  |  |  |  | | |  | | --- | | Engagement | | |  | | --- | | Student Outcomes | | | | | |  | | --- | | School Comparison | | |  | | |  | | --- | | Average Number of Student Absence Days  Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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.  Average 2018 attendance rate by year level: | | |  |  |  | | --- | --- | --- | |  |  |  | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | | | | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Yr7 | | |  | | --- | | Yr8 | | |  | | --- | | Yr9 | | |  | | --- | | Yr10 | | |  | | --- | | Yr11 | | |  | | --- | | Yr12 | | | |  | | --- | | 95 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 95 % | | |  | | --- | | 95 % | | |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  |  | | --- | --- | |  | | |  |  | | |  |  | | | |  |  | | |  | | |  | | --- | | Student Retention  Percentage of Year 7 students who remain at the school through to Year 10. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | |  |  | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  | | | |  |  | | |  | | |  | | --- | | Exit Destinations  Percentage of students from Years 10 to 12 going on to further studies or full-time employment.  Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  | | --- | |  | | |  |  | | --- | --- | |  | | |  |  | |  |  | | |  | | |  | |  |  |  |  |  |  |  |  | | | |  | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  | |  | |  |  |  |  | |  | |  |  | |  |  |  |  | | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | |  |  | |  | |  | |  | |  |  | |  | |  | |  |  |  | | | | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | | |  |  |  | |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | |  | | | |  |  | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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| | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2018 | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $237,632 | | Official Account | $29,894 | | **Total Funds Available** | **$267,526** | | |  |  | |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $6,081,627 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $1,038,747 | | Revenue Other | $20,792 | | Locally Raised Funds | $669,011 | | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  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|  |  |  |  | |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $29,894 | | Other Recurrent Expenditure | $4,386 | | Funds Received in Advance | $30,733 | | School Based Programs | $6,448 | | Asset/Equipment Replacement < 12 months | $10,000 | | Maintenance - Buildings/Grounds < 12 months | $38,314 | | Asset/Equipment Replacement > 12 months | $38,500 | | Capital - Buildings/Grounds > 12 months | $69,881 | | Maintenance - Buildings/Grounds > 12 months | $39,371 | | **Total Financial Commitments** | **$267,526** | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | | |  |  |  | |  | | --- | | $5,966,195 | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $1,039 | | Communication Costs | $17,648 | | Consumables | $238,153 | | Miscellaneous Expense³ | $568,617 | | Professional Development | $34,810 | | Property and Equipment Services | $433,048 | | Salaries & Allowances⁴ | $213,307 | | Trading & Fundraising | $13,839 | | Travel & Subsistence | $95,398 | | Utilities | $79,361 | | | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | |  | |  | | --- | | **$7,661,417** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | | |  | |  | | --- | | **$148,760** | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **$12,580** | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | |

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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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | |  |  | | |  |