

# 2016 Annual Report to the School Community



School Name: Collingwood College

School Number: 6212



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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Name of School Principal:	Dale Perichon
Name of School Council President:	Catherine Smith
Date of Endorsement:	April 2017

## About Our School

### School Context

Collingwood College offers effective educational programs in an outstanding educational environment. It is a warm and welcoming school with a strong commitment to partnerships with parents and the broader community. The academic, social, emotional and physical development of each child lies at the heart of the educational process. Staff, students and families are committed to working inclusively through open and effective communication and in partnership in the context of a rigorous, educational curriculum with high expectations. As a multicultural school, all cultures are included and valued, and there is a prevailing atmosphere of respect amongst students and teachers.

The College offers educational programs to meet a range of individual needs. These consist of a P-4 Mainstream Program inspired by a Reggio Emilia approach, a years 5-10 Inquiry Based Learning Program and a specialist P-10 Steiner Program. At the VCE level, the choice of subjects available has increased with a collaborative partnership with Fitzroy High School.

Over the last 5 years, the College has experienced steady growth in enrolments reaching in excess of 800. It draws students from many different suburbs in and around Melbourne. Collingwood College, with its International Student accreditation provided programs for 37 International students from 9 different countries spanning both primary and secondary education. In this time, it has moved from high socio economic disadvantage to the midrange of the School Family Occupation Index.

We have a structure that best suits the learning needs of students at the different stages of their development, with the main campus arranged into a number of learning communities. The College has an additional specialist campus located nearby. Collingwood Alternative School provides appropriate educational opportunities through applied learning practices. In 2016 the College had a teaching staff FTE of 3 Principal Class, 3 Leading Teachers, 55 teaching staff, 9 Music tutors and a support staff FTE of 32.

Collingwood College offers a range of co-curricular programs including the Stephanie Alexander Kitchen Garden program, instrumental music programs, visual and performing arts and outdoor education. There are integrated programs to support all students, including extension, intervention, integration and English as an Additional Language (EAL) programs. The College has strong international links with other partner organisations including four sister schools in China. The school regularly hosts visits from students and teachers of international schools for short term visits. In keeping with our global outlook, 13 students participated in the Victorian Young Leaders to China Program over 6 weeks in 2016.

The College has outstanding learning, sporting and performing arts facilities including a fully equipped theatre and dance studio and two gyms. It is situated in pleasant surroundings with gardens, landscaped playing spaces and with a master plan in place to support further enhancements to the buildings and grounds

Collingwood College has high expectations that every student can learn and achieve their full potential. The College delivers a highly effective learning program supported by best instructional practice and evidence based approaches. We are committed to continuous improvement to maximise outcomes for all students.

We believe in providing a diversity in the state system and our range of programs promote a sense of choice and inclusion for government schools in Victoria. Our point of difference is our strength and we are proud of our history of innovation and inclusiveness.

Collingwood College has always served and will continue to serve the community in a number of areas including sport and inter-school sport, dance and school productions, maths and science competitions, community events and cultural festivals, homework and tutoring sessions, student support agencies and programs, camps, excursions and soirees.

## Framework for Improving Student Outcomes (FISO)

Collingwood College school improvement is partly based on the need to respond to its own unique circumstances when determining where to focus its effort. Within our unique range of pedagogies and approaches, evidence-based initiatives are prioritised over other possible improvement initiatives. Our ESTEME program (Excellence in Science, Technology, Engineering and Mathematics Education) is a collaboration with 5 other local primary schools and Melbourne University This an example of our commitment to our FISO approaches - Building practice excellence. Teachers, principals and schools will work together to exchange knowledge and ideas around STEM, develop and strengthen teaching and assessment approaches and thus building a culture of collaboration across schools and the system

Another area of focus in FISO was -Curriculum planning and assessment. A culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their full potential has been a major area of work for our learning communities, which span all levels P-12. Our Learning Communities strengthen their use of student assessment data and feedback to evaluate students' progress by working across the streams, and as such, monitor the impact of teaching and adjust learning programs and interventions more effectively.

## Achievement

Student achievement levels at Collingwood College are the product of effective and quality teaching, high levels of student engagement with learning, and supportive families who value education and learning.

In 2016, teacher assessment AusVELS results were within the middle 60% of Victorian schools and were similar to like schools. NAPLAN Year 3 Numeracy results for 2016 were within the middle 60% of schools and similar to like schools. NAPLAN Year 3 Reading results were also within the middle 60% of schools and again similar to like schools. At Year 5, NAPLAN results for Reading are within the top 20% of schools and higher than like schools. Results for Numeracy were in the middle 60% of schools and higher than like schools. Results for Year 7 were well above state median in both Reading and Numeracy. At Year 9 results for Reading and Numeracy were above the state median, particularly reading. NAPLAN results for years 5,7and 9 also demonstrate very high percentages of students experiencing medium to high learning gain with the later being most prominent.

The 2016 VCE mean study score was slightly below state median but similar to like schools. 84% of students satisfactorily completed their VCE and 74% of VET units undertaken by students were satisfactorily completed.

The current focus is on consistent implementation of the College instructional model including curriculum planning, building teacher capacity, and the use of accurate assessment data to both identify where students are on developmental progressions as well as to inform teaching practice.

**Curriculum Framework implemented in 2016 :** Victorian Early Years Learning and Development Framework and AUSVELS

## Engagement

The College aims to provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. There is an ongoing focus on implementing strategies for high levels of engagement of students in learning as well as enhancing pathways and transitions.

The College provides an effective transition program for students as they enter and move through the school. There is an emphasis on building strong relationships with our feeder preschools as well as local primary and secondary colleges. The College is actively engaged with local primary and secondary schools through the Yarra Youth Primary - Secondary Transition Project.

The College has enhanced VCE Provision through a highly successful joint program with Fitzroy High School. The percentage of students exiting to further studies and full time employment is much higher than the state median and similar to like schools. It is important to note this result is in the top 20% of all schools.

The Strategic Plan has goals for improved attendance and in 2016, we continued to implement revised attendance policies and practices. Although absence rates P-12 were slightly above state medians for the primary sector and similar to like schools for secondary. The College has a clear focus on high expectations as well as improvement strategies for parents, students and the school. The retention rate 7-10 is below the state median and lower than like schools.

There is a current emphasis on enhancing the use of student voice in teaching and learning through the development of authentic opportunities for students to provide feedback on their learning. The College also aims to improve the cognitive engagement of all students by catering for the individual needs through effective differentiation of learning.

The College has established active parent engagement and participation and the results for the Parent Satisfaction Survey are above the state median. Staff show high levels of endorsement for a positive school climate with their responses to the School Staff Survey well above the state median.

## Wellbeing

Student Wellbeing is supported through a strong focus on Interpersonal development and personal learning. Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. Our safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and self-motivated lifelong learners.

An analysis of the 2016 Student Attitudes to School data shows that results for the primary year levels for both Connectedness to School and Student Safety are within the middle band of Victorian Government primary schools and are similar to like schools. Results for Years 7-12 are in the top 20% of schools and as usual, higher than like schools.

The College has an integrated student wellbeing program focused on improving student connectedness and preventative social skills programs. This includes developing leadership and student led programs, peer support strategies as well as an ongoing emphasis on bridging the different pedagogical streams. A current focus is on the implementation of the Promoting Alternative Thinking Strategies (PATHS) Program is being implemented in the primary school and the Berry Street Education model is being developed with a whole school focus.

For more detailed information regarding our school please visit our website at  
[www.collingwood.vic.edu.au](http://www.collingwood.vic.edu.au)



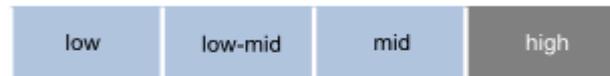
## School Profile

### Enrolment Profile

A total of 804 students were enrolled at this school in 2016, 375 female and 429 male. There were 23% of EAL (English as an Additional Language) students and 1% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.



Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



**(Primary Year Levels)**

**Performance Summary**

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

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



(Primary Year Levels)

**Performance Summary**

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



**(Primary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23 %</td> <td>50 %</td> <td>27 %</td> </tr> <tr> <td>Numeracy</td> <td>14 %</td> <td>55 %</td> <td>32 %</td> </tr> <tr> <td>Writing</td> <td>30 %</td> <td>36 %</td> <td>34 %</td> </tr> <tr> <td>Spelling</td> <td>22 %</td> <td>40 %</td> <td>38 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24 %</td> <td>44 %</td> <td>31 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23 %	50 %	27 %	Numeracy	14 %	55 %	32 %	Writing	30 %	36 %	34 %	Spelling	22 %	40 %	38 %	Grammar and Punctuation	24 %	44 %	31 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	23 %	50 %	27 %																							
Numeracy	14 %	55 %	32 %																							
Writing	30 %	36 %	34 %																							
Spelling	22 %	40 %	38 %																							
Grammar and Punctuation	24 %	44 %	31 %																							



**(Primary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="576 837 1029 958"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	91 %	90 %	90 %	92 %	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	91 %	90 %	90 %	92 %										



**(Primary Year Levels)**

**Performance Summary**

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

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



**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>49%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>46%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>33%</td> <td>48%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	49%	41%	Numeracy	11%	46%	43%	Writing	10%	44%	46%	Spelling	10%	45%	45%	Grammar and Punctuation	20%	33%	48%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	10%	49%	41%																							
Numeracy	11%	46%	43%																							
Writing	10%	44%	46%																							
Spelling	10%	45%	45%																							
Grammar and Punctuation	20%	33%	48%																							
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>37%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>61%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>35%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>52%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	37%	30%	Numeracy	18%	61%	21%	Writing	13%	47%	40%	Spelling	23%	35%	42%	Grammar and Punctuation	13%	52%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	37%	30%																							
Numeracy	18%	61%	21%																							
Writing	13%	47%	40%																							
Spelling	23%	35%	42%																							
Grammar and Punctuation	13%	52%	35%																							
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>84%</b>            Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>10%</b>            VET units of competence satisfactorily completed in 2016: <b>70%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>65%</b></p>																										

(Secondary Year Levels)

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences &lt;-----&gt; high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="579 853 1023 949"> <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>90 %</td> <td>93 %</td> <td>84 %</td> <td>89 %</td> <td>87 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	93 %	84 %	89 %	87 %	90 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	93 %	84 %	89 %	87 %	90 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



(Secondary Year Levels)

**Performance Summary**

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

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

# How to read the Performance Summary

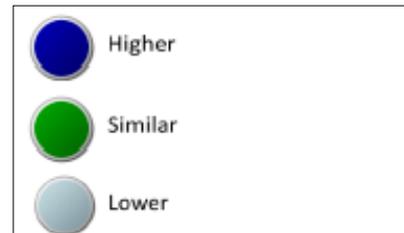
## What are student outcomes?

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

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

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

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



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

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

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

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

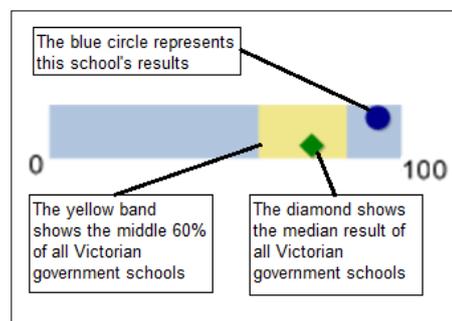
All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

## What are the changes in student achievement?

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

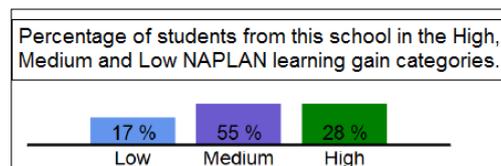
The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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



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

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



## What is a School Comparison?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to

## Financial Performance and Position

### Financial performance and position commentary

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

Revenue	Actual
Student Resource Package	\$7,033,561
Government Provided DET Grants	\$1,360,381
Government Grants Commonwealth	\$56,703
Government Grants State	\$45,982
Revenue Other	\$122,307
Locally Raised Funds	\$1,546,026
<b>Total Operating Revenue</b>	<b>\$10,164,959</b>
Expenditure	
Student Resource Package	\$6,754,642
Books & Publications	\$6,349
Communication Costs	\$27,615
Consumables	\$193,347
Miscellaneous Expense	\$512,251
Professional Development	\$52,905
Property and Equipment Services	\$733,061
Salaries & Allowances	\$634,654
Trading & Fundraising	\$34,494
Travel & Subsistence	\$23,606
Utilities	\$148,001

<b>Total Operating Expenditure</b>	<b>\$9,120,925</b>
------------------------------------	--------------------

<b>Net Operating Surplus/-Deficit</b>	<b>\$1,044,034</b>
---------------------------------------	--------------------

<b>Asset Acquisitions</b>	<b>(\$343)</b>
---------------------------	----------------

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$860,576
Official Account	\$33,748
Other Accounts	\$927,514
<b>Total Funds Available</b>	<b>\$1,821,838</b>

#### Financial Commitments

Operating Reserve	\$339,137
Asset/Equipment Replacement < 12 months	\$180,000
Capital - Buildings/Grounds incl SMS<12 months	\$440,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Beneficiary/Memorial Accounts	\$50,000
Revenue Received in Advance	\$140,024
School Based Programs	\$132,677
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds incl SMS>12 months	\$420,000
<b>Total Financial Commitments</b>	<b>\$1,821,838</b>

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

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

Salaries and Allowances refers to school-level payroll.

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