

# 2017 Annual Report to the School Community



School Name: Fountain Gate Secondary College

School Number: 8870



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 23 May 2018 at 11:25 AM by Pete Hanratty (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 2017 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 25 May 2018 at 11:19 AM by Gillian Gavin (School Council President)

## About Our School

### School Context

Fountain Gate Secondary College was established as a Year 7-12 stand alone school in 2009. It is located in Narre Warren within the south east growth corridor of the City of Casey and in 2017 had a total enrolment of 1113 students with an SFOE index of 0.5430. It provides an excellent, comprehensive education for the Narre Warren community in a secure, supportive and educationally challenging environment.

The College recognises and values the diversity of its community that is drawn from different social, economic and cultural backgrounds. We have a well-established relationship with our feeder primary schools through the Fountain Gate Cluster.

There is a strong, stable and effective leadership team consisting of three Principal Class Officers and seven Leading Teachers. Our leadership structure has been carefully constructed to ensure that there are clear roles and responsibilities, processes and practices in place to ensure that all of our students are supported in their learning and their social emotional wellbeing.

In 2016, the College implemented a Whole School Improvement Plan, which continued to be implemented in 2017. The plan involves three stages. The first stage focuses on establishing the right preconditions for learning: setting high expectations; providing strong leadership; and establishing an orderly learning environment. This first stage is strongly underpinned by our College values of Respect, Honesty, Responsibility and Endeavour and our College-Wide Behaviour Management Plan that ensures there is consistency in practice.

In 2017, the College focussed on the second stage of the Whole School Improvement Plan which involves focussing on two key areas within the Framework for Improving Students Outcomes (FISO): Building Practice Excellence and delivering a Guaranteed and Viable Curriculum. The College has developed a sound Professional Learning Community framework that aims to build collective teacher efficacy. The third and final stage involves the implementation of the Teaching and Learning Framework and Instructional Model which is underpinned by peer observations and staff Performance and Development. All aspects of our professional learning and improvement plan are directly linked to staff Performance and Development Plans (PDP) and our key purpose: improving student outcomes.

During Years 7 and 8, students undertake a core program that addresses the eight key learning areas. The College is committed to making real improvements to literacy and numeracy outcomes. The introduction of an innovative literacy intervention model, involving a literacy coach, intervention teacher and classroom teachers has been highly successful. This program uses the Fountas and Pinnell Levelled Literacy Intervention system and other research based methods. All staff engaged in Literacy for Learning professional learning and practice and our College philosophy is that all teachers are teachers of literacy. The Mathematics program from Years 7 – 10 involves a dedicated numeracy period every fortnight. In 2017, the College changed to a five period day to enable teachers to deliver more effective lessons that include clear learning intentions, success criteria and other evidence based High Impact Teaching strategies recognised by DET.

The College has set a clear vision to embed STEM education into the core Year 7 – 10 curriculum program and in 2018, a new STEM facility will be built which is very exciting for the school community. Furthermore, the College has redeveloped the curriculum map to reflect improved subject offerings. At Years 9 and 10, students are encouraged to explore their interests and aspirations with over 60 elective offerings that can include a VCE subject.

Fountain Gate Secondary College is currently offering four senior VCE programs: Biomedical; Commerce; Art, Design & Technology; and Creative Arts. Each program has an extensive range of recommended and complimentary units for students to select. Students can also select subjects unrelated to a program and can access subjects or programs at our Alliance partner schools.

Our High Achievers Program for Years 7 to 10 is well established and has attracted a very positive reputation. Students are selected through an examination, teacher recommendations and interview. Students are exposed to an enriched and challenging curriculum that enables them to reach their full potential.

The College has a strong commitment to providing vocational guidance and programs designed to support students to aspire to achieve their goals in life whether they be a particular career pathway or higher education. We have introduced a Year 9 and 10 Pre-Cal program to support 'at risk students' to re-engage in their education.

The SRC has had an increased role in the school, for example participating and facilitating student panels and providing feedback to leadership on school policies and practices.

We have continued to develop our partnerships with other schools, including through involvement in the Eumemmerring Alliance, Deakin Alliance, and collaborating with feeder and cluster primary schools. Our partnership with parents and our wider school community is of the utmost importance to the College. The entrance to the College and main reception



area has been refurbished as a result of parent feedback to reflect our welcoming approach. Communication to parents and guardians has been enhanced through Compass. Our School Council are a cohesive group that are actively engaged with the College.

The 2017 College workforce composition was 78 effective full time teaching staff, 3 Principal class and 29 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

The College has a relentless focus on two key areas within the Framework for Improving Students Outcomes (FISO): Building Practice Excellence and delivering a Guaranteed and Viable Curriculum.

The College has developed a sound Professional Development Program which is carefully planned and facilitated by 'Team Impact'; a team of staff consisting of four Learning Specialists, Three Leading Teachers and an Assistant Principal. All teachers participate in regular, relevant and rigorous Professional Development that is aimed at building staff collective efficacy. The program is directly linked to the College Annual Implementation Plan (AIP), teachers personal Performance and Development Plan (PDP) and student learning outcomes.

Our Professional Learning Teams (PLT) forum provides quality professional development for teachers to learn about evidence based practices and current research.

Our Professional Learning Community forum involves teachers working in small teams using the FISO inquiry cycle to carefully plan, implement, monitor and evaluate units of work and student data to collectively improve the consistency and quality of teaching and learning.

Our Domain Team forum provides the opportunity for teachers to refine their curriculum plans, analyse cohort and individual student data, design reliable assessment, investigate High Impact Teaching Strategies (HITS) and agree of reporting practices.

In 2017, the College staff spent a significant amount of time to develop a Teaching and Learning Framework and agreed Instructional Model. These key pieces of work provide the architecture for how teaching and learning will occur at Fountain Gate Secondary College. In 2018, these will be embedded into the daily work of the College and will be underpinned by formal peer observations, coaching using the GROWTH model. All of which will be linked to staff Performance and Development.

### Achievement

We ensure that all our students have the opportunity to sit the five NAPLAN tests in May and we do not seek to exclude any students. Our 2017 results showed a slight improvement in the high growth category of reading, writing and numeracy which are in alignment with internal teacher judgements against Victorian Curriculum. However, there is still a great need for more point of need instruction within the curriculum to improve reading and writing results and to reduce the percentage of low growth in learning gain from Years 7 to 9. Furthermore, greater intervention is required to cater for the high proportion of students with English as an Additional Language (EAL). Unfortunately, approximately 18% of students in Year 9 did not attempt the persuasive essay, which has heavily skewed the results in writing.

Student Attitudes to School Survey show positive results in the area of Effective Teacher Practice for Cognitive Engagement for Years 7, 10, 11 and 12. Our focus for 2018 will be to improve in the area of differentiated learning across years 7 – 10, especially in Years 8 & 9.

All domains are focussed on increasing the scaffolding of language demands within their curriculum. An example of developing common practice is the use of the register continuum, supporting students to move from concrete, everyday language to more abstract and technical language.

The program for Students with a Disability shows progress at satisfactory or above in achieving students individual learning goals.

In 2017, 97% of students satisfactorily completed their VCE. The VCE mean study score was 28, which is very encouraging considering the very low number of students who completed an unscored VCE. This result is similar to and marginally above the state average. The percentage of students that achieved an English study score of 37 or more has progressively increased since 2015. In 2017, the percentage of students with the 40+ scores was 2.2%. All Year 12 students have an additional tutorial period in each of their subjects that is devoted to specific study skills and exam preparation and the new VCE Tutoring Program that was introduced in 2017 was a terrific success.

### Engagement



College attendance rates are similar to and in some areas better than State averages. The average number of unapproved absence days across the college has decreased in every year level and in every year since 2013. This is a fantastic result for the College. Furthermore, in 2017, the percentage of students with 20 or more absence days was significantly lower when compared to similar secondary schools across the State. The Student Attitudes to School Survey results show that across all year levels students are highly motivated to attend school and indicate a high level of learning confidence; 72% of students agree in learning confidence 7 – 12. Questions pertaining to learning confidence are “I am confident in my learning” “I know I can keep up with my learning” “I enjoy tasks that challenge me”. Again, this is an extremely positive result. These results are directly attributed to the hard work of the sub school teams that each have a full time attendance officer. The attendance officers monitor attendance and have an efficient process of following up promptly with parents. In 2017, our dedicated School Re-engagement Officer worked closely with students ‘at risk’ of disengaging from school and achieved fantastic outcomes throughout the year.

Fountain Gate Secondary College is partnered with two other secondary colleges, Gleneagles Secondary College and Hallam Senior College to create an Alliance. The Alliance was established in 2010 and now enables Year 10 students to choose from over 45 VCE and VET subjects across three Colleges to build their own Senior School Program. This partnership model provides our students with an extensive selection of subjects that ensures the right pathway and chance of success for all students. Our careers and pathways work begins at Year 7 with all students developing a Career Action Plan (CAP) which is added to each year. In Year 10 students participate in the work experience program which provides students with the opportunity to experience the workforce and the program for Managing Individual Pathways (MIPs) involves a series of information sessions, Alliance school visits, meetings between career counsellors, students and parents to ensure students and parents can make an informed decision.

We have a highly successful primary transition program which has strengthened positive relationships with our key feeder primary schools within the Fountain Gate Cluster. We are committed to supporting students in their transition to secondary school. Collaboration is a continued priority for 2018 with school transition visits prioritised through increased time allowance for our dedicated transition coordinator. Other staff will also be supported to visit and team teach within cluster and other neighbouring primary schools in 2018 to further strengthen relationships and to promote improved teaching and learning.

Our Student Representative Council and House Leaders Program are working extremely well. Students have a big voice in the College and many of the improvements made to facilities have come via feedback from the various student focus groups. Students feel connected to their school by promoting events, conveying our College Values and building the ‘House Spirit’. The extensive programs, extracurricular activities and elective offerings ensure all students are engaged with their learning and the Student celebration initiatives and reward systems across the three sub schools recognise these achievements.

Our parent opinion survey results were extremely positive. 91% of the 60 families that responded believe that the College sets high expectations for success. All other survey factors were positive, these include 84% positive for general satisfaction and school improvement and 86% positive for school connectedness. This reaffirms that the Whole School Improvement Plan is working and our community agrees.

The Year 9 and 10 Pre-Cal program is offered to students who are at risk of disengaging from schooling. Students undertake a modified curriculum program and attend Narre Community Learning Centre one day per week to complete competency certificates and in Year 10 also complete a work placement one day per week.

Student retention data needs to be read with caution as it does not take into account the nature of the Alliance programs. Students seeking trade or sport pathways are actively encouraged to move to Hallam SSC to pursue programs through the Trades Training Centre and Sports Academy at the end of Year 9 or 10. This distorts the data for

Whilst our retention rate of students remaining in the College from Year 7 to 10 is 65.2%, this is in large part due to our positive relationship with Hallam Senior Secondary College where approximately 20% of students may transfer at the end of Year 9 or 10 to pursue programs in the Sports Academy or Trades Training Centre. Lastly, 99% of student exits were to further studies (79.2%) or part/full-time employment (20.8%) which is well above the state average.



## Wellbeing

The College has adopted a whole school approach to Student Wellbeing through the Mindmatters program. Our Co-Operation Code that has five essential themes including respect yourself, be safe, be prepared to get smarter, respect others and respect our school. These are underpinned by our College values of Respect, Honesty, Responsibility and Endeavour. A number of events have been implemented to address key wellbeing areas for example; RUOK? Day, Safe Schools, E-Smart Cyber safety campaign, Cultural Diversity Week and the National Day Against Bullying and Violence. The Health Curriculum was redeveloped in 2016 and implemented in 2017, with a focus on respectful relationships, cyber-safety and resilience. This program promotes a safe and positive environment that optimises student learning outcomes

The College is proud of its well-resourced, multidisciplinary wellbeing team which consists of the following Allied health professionals:

- Headspace in Schools Program, our level 3 partnerships means Headspace staff are onsite at the College every day. These staff involve a dedicated Wellbeing Leader, School Re-engagement Clinician and Psychologist.
- Department and College appointed staff, SSSO Psychologist, Speech Pathologist, Boys Youth Worker and Chaplain.

Student Attitudes to School Survey results show positive results in the area of 'Teacher-Student Relations' especially at Year 7 under the survey factors titled High Expectations for Success, Effort and Teacher Concern. Across all year levels students have provided positive responses to the survey factors, high motivation to learn, sense of connectedness and and management of bullying, which is extremely positive.

Students continue to seek a more stimulating learning environment, which is being addressed through the implementation of the recently developed Teaching and Learning Framework, Instructional Model and focus on adopting high impact teaching strategies. In 2017, Professional learning in this area was facilitated by Team Impact and an expert consultant Jenny Wajsenberg which will continue in 2018.

The Student Leadership model has been successfully implemented and leadership opportunities have expanded to include student led assemblies and randomised focus groups that give direct feedback to the College school improvement team. An extensive range of opportunities are offered to develop the School Captains, Year Level Leaders and House Captains communication skills and leadership capacity. We are very proud of how valued student voice is within the College.

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



## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 1113 students were enrolled at this school in 2017, 575 female and 538 male.</p> <p>33 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><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>	<ul style="list-style-type: none"> <li><span style="color: lightblue; font-size: 20px;">○</span> Lower</li> <li><span style="color: green; font-size: 20px;">●</span> Similar</li> <li><span style="color: green; font-size: 20px;">●</span> Similar</li> <li><span style="color: green; font-size: 20px;">●</span> Similar</li> </ul>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 33%, Medium: 49%, High: 18%</p> <p><b>Numeracy</b> Low: 21%, Medium: 48%, High: 32%</p> <p><b>Writing</b> Low: 31%, Medium: 44%, High: 25%</p> <p><b>Spelling</b> Low: 19%, Medium: 55%, High: 26%</p> <p><b>Grammar and Punctuation</b> Low: 34%, Medium: 41%, High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 31%, Medium: 51%, High: 18%</p> <p><b>Numeracy</b> Low: 34%, Medium: 47%, High: 20%</p> <p><b>Writing</b> Low: 36%, Medium: 48%, High: 16%</p> <p><b>Spelling</b> Low: 27%, Medium: 51%, High: 23%</p> <p><b>Grammar and Punctuation</b> Low: 26%, Medium: 54%, High: 20%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2017 0 to 50 scale, school score (blue dot) is above state mean (green diamond).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is above state mean (green diamond).</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 99%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 14%</p> <p>VET units of competence satisfactorily completed in 2017: 89%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</p>		

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <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>89 %</td> <td>88 %</td> <td>87 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	88 %	87 %	90 %	93 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	88 %	87 %	90 %	93 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Lower</p> <p> Lower</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

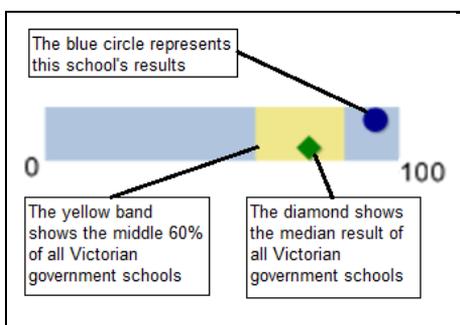
### Engagement

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

### Wellbeing

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

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

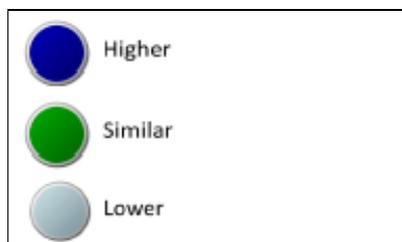


## What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The College uses our resources as efficiently and effectively as possible. Our teachers are all utilized as close to the full allotment as possible. The College maintains a cash reserve that is above the operating reserve set by DET. Our operating surplus in 2018 will fund the physical resources required for the new STEM centre, weights room and Rugby pitch upgrades. In addition, the College is seeking to purchase two school buses. Equity funding has been used to employ three paraprofessional from Headspace to strengthen the wellbeing program, extra Literacy and Numeracy aides and coaching consultants to build teacher efficacy and effectiveness. The college used Advance program funding of \$9,500 to support the Pre-cal students engaging with community organisations. This is leading to improvement in student learning outcomes. All funds and resources have been allocated prudently and in alignment to the college strategic plan. the College will continue to monitor and plan for a sound fiscal position where the needs of students are prioritised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$9,960,805	High Yield Investment Account	\$680,472
Government Provided DET Grants	\$2,226,251	Official Account	\$84,514
Government Grants Commonwealth	\$21,263	Other Accounts	\$1,537
Revenue Other	\$39,662	<b>Total Funds Available</b>	<b>\$766,524</b>
Locally Raised Funds	\$975,394		
<b>Total Operating Revenue</b>	<b>\$13,223,374</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,017,617		
Equity (Catch Up)	\$88,830		
<b>Equity Total</b>	<b>\$1,106,447</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$9,706,753	Operating Reserve	\$419,071
Books & Publications	\$7,159	Asset/Equipment Replacement < 12 months	\$99,500
Communication Costs	\$35,800	School Based Programs	\$90,000
Consumables	\$326,204	Asset/Equipment Replacement > 12 months	\$50,000
Miscellaneous Expense <sup>3</sup>	\$1,224,142	Capital - Buildings/Grounds incl SMS>12 months	\$107,953
Professional Development	\$46,711	<b>Total Financial Commitments</b>	<b>\$766,524</b>
Property and Equipment Services	\$622,867		
Salaries & Allowances <sup>4</sup>	\$293,748		
Trading & Fundraising	\$111,109		
Travel & Subsistence	\$8,370		
Utilities	\$95,044		
<b>Total Operating Expenditure</b>	<b>\$12,477,908</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$745,467</b>		
<b>Asset Acquisitions</b>	<b>\$9,091</b>		



- (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 05 March 2018 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.*