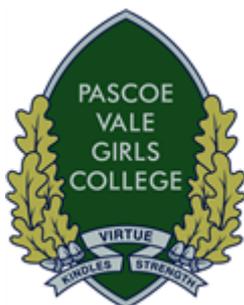


2018 Annual Report to The School Community



School Name: Pascoe Vale Girls Secondary College (8227)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 02 April 2019 at 06:36 PM by Kay Peddle
(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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 26 April 2019 at 09:41 AM by Anna Yorston (School
Council President)

About Our School

School context

Pascoe Vale Girls College, established in 1956, is a State government 7-12 secondary school for girls in the Northern suburbs of Melbourne. Our 1100 students are drawn from a wide geographical area with diverse cultural and language backgrounds which are valued and acknowledged. The proportion of EAL students is 60% and the SFOE is 0.53 which indicates a low-medium socio-economic profile. In 2018 there were 79.58 effective full time teachers, 3 Principal Class and 36 Education Support Staff.

Pascoe Vale Girls College is committed to providing students with the opportunity to succeed as learners and as competent and confident citizens who can make a valuable contribution to a global society. Our College values of Respect, Diversity and Achievement reflect community expectations and provide a framework for relationships and actions within the school community. These values are clearly defined with behaviours reflecting each of the values determined by the school community to support the building of a positive learning environment at the College.

Values:

Respect – We respect ourselves, others and our school through our words and actions to create a positive and caring community. We are committed to acting with honesty and trust.

Diversity - There is acknowledgment and support of diversity within our school community. We value differences and individuality and respect the opinions of others.

Achievement – Striving for excellence and embracing every challenge and opportunity.

Pascoe Vale Girls College provides a safe and supportive learning environment that encourages all students to succeed. Our Learning Model is informed by current educational research with teachers and students sharing responsibility to achieve positive learning outcomes. The provision of ongoing feedback through regular Progress Reports and Common Assessment tasks supports student engagement and learning growth.

A comprehensive core curriculum is provided at Years 7-10, classes for advanced learners in Years 9 -10 and electives in Years 9-10. In 2018 the College SEAL (Select Entry Accelerated Learning) program was implemented and access to VCE subjects increased for Year 10 students. A broad range of VCE studies, VET programs and VCAL is offered.

Student learning, engagement and wellbeing are supported through a sub-school structure comprising Junior, Middle and Senior Sub Schools with a Head of School and two coordinators at each year level. The Student Wellbeing Team at the college works to ensure the promotion of positive wellbeing across the student population and broader school community.

An extensive co-curricular program enhances student engagement at the college. The college House system, renewed in 2018 is inclusive and provides opportunities for all students to participate and experience success. Students also have opportunities to participate and experience success as members of the college community in Visual and Performing Arts, Sport, Camps, Excursions, Debating, Public Speaking, Creative Writing, Academic Competitions, Community Service, St John Youth Ambulance Program, an extensive Student Leadership Program and through a Sister-school relationship with Toyota Higashi High School, Japan.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives: Curriculum planning and assessment and Building leadership teams

Key improvement strategies (KIS) enabled achievement of the initiatives as evidenced below:

KIS: Develop and implement a set of evidence-based protocols for learning and teaching

- College Learning model implemented based on shared responsibility of teachers and students in the learning process
- College Assessment and Reporting policy implemented
- Progressive reporting and Learning Tasks implemented
- Student engagement in learning increased

KIS: Develop and embed a shared 21st century school vision for girls' education that underpins school improvement

- Vision is shared amongst members of the college community. There is understanding and acknowledgement of the commitment of Pascoe Vale Girls College to Empowering Young Women

KIS: Provide intervention strategies to support learning growth

- Staff Professional Learning and Performance and Development focussed on continual improvement in teaching and learning
- Literacy program implemented at Year 9 with higher levels of student literacy
- Year 7 and 8 Numeracy program implemented with higher levels of student engagement
- Member of Melbourne University Network of Schools with a focus on whole school numeracy
- 'Leading Literacy' and 'Literacy for Learning' professional learning undertaken by staff to deepen understanding of literacy strategies
- Literacy and EAL students have shown improvement in learning outcomes based on formative assessment and teacher feedback

KIS: Refine and implement transition and pathway programs

- SEAL program implemented at Year 7
- VCE Options program and VET offerings expanded to enhance pathways with high levels of engagement
- Year 9 Elective program implemented to extend student learning across Learning Areas
- The proportion of students from Years 10-12 who exited to continue with further study or full-time employment was higher than the state median

KIS: Develop strategies to enhance STEAM (science, technology, engineering, arts and mathematics)

- High levels of student engagement in STEAM programs as access points for guiding student inquiry, dialogue and critical thinking with further partnerships developed

KIS: Further develop and embed school programs to enhance student wellbeing

- House system redeveloped to promote inclusion and provide opportunities for all students to participate in college life and experience success.
- Links strengthened with community stakeholders with positive outcomes for student wellbeing

KIS: Align professional learning with goals and key improvement strategies

- Professional learning was targeted and aligned with school priorities and goals
- Professional learning culture developed through Professional Learning Teams

Achievement

Pascoe Vale Girls College is committed to creating a 21st century learning community that caters for the range of student learning styles and abilities, experiences and aspirations to empower students as learners. Student achievement is promoted and acknowledged within the college community.

In 2018 the new college instructional model and Assessment and Reporting policy were implemented. Our Learning Model is informed by current educational research with teachers and students sharing responsibility to achieve positive learning outcomes. Students and teachers have successfully engaged in learning and teaching through the model leading to student learning growth across learning areas. A continua of practice teacher self-assessment tool has been developed to support the implementation of the Learning model. The college Assessment and Reporting policy includes the provision of ongoing feedback through regular Progress Reports and the introduction of Common Assessment Tasks (CATs) across all Learning Areas. A college assessment schedule has been developed as well as a CAT overview for each LA making assessment consistent and visible across the college. Teacher practice is becoming more responsive to student learning needs through these initiatives. Teachers have participated in professional learning and engaged with colleagues to improve professional knowledge, engagement and practice regularly through the year. There has been a strong focus on the use of standardised data to inform teacher practice.

The Year 7 SEAL program was successfully implemented in 2018 with enriched curriculum and additional co-curricular opportunities to increase student engagement. The SEAL program provides learning experiences that challenge, extend and develop the gifts and talents of students across all learning areas.

Year 7 and 8 curriculum provision was reviewed in 2018 to ensure students have every opportunity to achieve success in their learning across learning areas. Year 9 curriculum provision was further expanded to increase student engagement and enhancement opportunities. Year 10 curriculum was reviewed in 2018 and recommendations made to improve overall curriculum provision. The recommendations will form the basis for a new curriculum model to be developed in 2019. Strategies have been implemented to support students in their transition to further education and/or employment through the VCE Options program. In 2018 the range of external VET courses on offer was again extended.

The college was accredited by the Department of Education and Training to deliver educational services to International Students in 2018.

Year 7 NAPLAN results show gains have been achieved compared to 2017 with a higher scaled score in Grammar and Punctuation. Year 9 NAPLAN results show higher scaled scores in Reading, Spelling and Grammar and Punctuation compared to 2017. Year 9 students are above the state in Writing. Over the period 2016-2018 the percentage of students with high gain across Year 7 – 9 Numeracy and writing NAPLAN results were above secondary schools with similar characteristics. Students who commenced Year 7 at Pascoe Vale Girls College in 2016 achieved higher growth in Reading and Writing in Year 9, 2018 compared to the state. The percentage of Year 12 students achieving a study score of 37 or above in English continues to be well above similar schools. The percentage of students with an exit destination of further education is considerably higher than similar schools and the state.

In 2018, additional resources were allocated to improve learning growth, based upon analysis of school and NAPLAN assessment data, with particular emphasis on strengthening student literacy and numeracy. The Literacy program was extended to Year 10. Literacy for Learning and Writing to Learn professional learning conducted in 2018 further increased teacher understanding of literacy strategies. Mathematics provision at Year 10 was reviewed for 2019. A dedicated space was established in 2018 for delivery of the Numeracy program at Years 7 and 8. The college joined the University of Melbourne Network Of Schools (UMNOS) in 2018 for the purpose of improving whole school Numeracy. EAL provision takes place from Year 7 to 12.

Professional Learning Teams were established in 2018 with a focus on improving teaching and learning and student outcomes. The establishment of these teams related to school priorities in teaching and learning had a positive impact of building a professional learning culture at the school.

Pathways counselling and vocational support provided to Senior School students continues to be effective with a high proportion of students accepted into their first tertiary preference and a range of vocational pathways followed by Year 12 students. Students in the Middle and Junior Sub Schools are provided with a range of opportunities to explore tertiary pathways and careers through immersion programs, excursions and incursions.

The college Headstart program was successfully implemented with further development planned for 2019.

Engagement

Student engagement is essential to student learning success and is a major focus at Pascoe Vale Girls College. Student attendance is high with an average of 91% across Years 7 - 12. School attendance is well above secondary schools with similar characteristics. The average number of absence days and the four year average for absence days are well below the state median. The four year average student retention figure from Years 7 – 10 is at the state median. Sub schools have been implementing strategies to improve attendance even further in 2018 and making students aware of the importance of regular attendance.

All Learning Areas have curriculum, assessment and moderation practices in alignment with Victorian Curriculum, VCE and VCAL guidelines. The introduction of progressive reporting and learning tasks increased student engagement in 2018 with teachers providing regular feedback to improve student learning. Feedback from students and parents has been incredibly positive regarding these initiatives. Professional Learning teams were established in 2018 to further develop teacher practice for cognitive engagement.

The college has utilized resources to enhance engagement with a Student Wellbeing team that provides a range of programs to support student engagement, a strong and cohesive sub school structure and involvement in a Community of Practice with network schools focusing on student voice and learner agency.

A student feedback survey was developed in 2018 to strengthen student voice in their learning. Implementation is set for 2019.

The college is committed to providing a range of pathways for students beyond school. In 2018, the proportion of students from Years 10-12 who exited to continue with further study or full-time employment, was higher than the State median. The four year average was also higher than the state median. The college STEAM program which opens up many pathways utilises the Learning Areas of Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The VCE Options program was broadened in 2018 to increase pathways for students into vocational education and training, employment or tertiary study.

The college Student Leadership Program was reviewed and a new model established for implementation in 2019 based on the redeveloped college House structure.

The college also offers other co-curricular programs to support student engagement including instrumental music, inter-school sport, the college production, City Experience, clubs including the Philosophy, Creative writing, Homework and Leaders for Change clubs, Work Experience and Structured Workplace Learning, the Telescopes in Schools program with The University of Melbourne as well as a strong partnership with La Trobe University. A sister school program established with Toyota Higashi High School in Japan is very successful with reciprocal visits between schools providing a rich cultural and educational experience for students.

Significant college resources were allocated in 2018 for the development of a Performing Arts Centre to further enhance student engagement.

Wellbeing

In 2018 the college core values of Respect, Diversity and Achievement were embedded as the framework for relationships and actions within the school community. A common language is present and visible within the college community with students and staff using the college values to guide their decisions and actions. A values and expectations matrix was developed which identifies the expected behaviours based on our core values. The matrix is used to support the building of a positive learning environment at Pascoe Vale Girls College. In 2018 a professional learning team was established with a focus on building a positive climate for learning. Student success was recognised and celebrated through a new sub school assembly program in 2018.

To further strengthen the building of a positive climate for learning, the college embarked on the introduction of

School Wide Positive Behaviour Support in 2018 as a framework to support student social competence and academic achievement. The college is working towards implementation in 2019. A range of wellbeing programs were offered in 2018 with resources also allocated to the development of a central wellbeing hub within the college.

The 2018 Student Attitudes to School data showed a percentile increase from 2017 in all domains: Effective practice for cognitive engagement, Teacher-student relations, Learner characteristics and disposition, Social engagement and School safety. This reflects the significant improvement made in 2018 towards developing excellence in teaching and learning and a positive climate for learning. Student attitudes to school at Years 9 and 10 were particularly pleasing with an increase in all domains in 2018. This reflects success in the review and implementation of re-designed Middle School curriculum in 2018.

A redevelopment of the college House system took place in 2018 to promote inclusion and provide opportunities for all students to participate in college life and experience success.

Involvement in co-curricular programs is encouraged to foster student self-esteem and wellbeing. Well established programs at the college include the Student Leadership program, Lions Youth of the Year, Peer Mediation, Friendship Groups, Community Service, college clubs and the St John Ambulance Youth program. Students also participate in leadership programs with peers through the Association of Girls' State Secondary Schools in Victoria. Further links were developed with community agencies in 2018 resulting in positive outcomes.

Financial performance and position

Pascoe Vale Girls College was able to resource School Strategic Plan and Annual Implementation Plan improvement strategies for 2018 with Equity funding used to further support student learning. Funding for professional development to build teacher capacity through a range of professional learning programs is a priority at the college. In accordance with DET guidelines, Pascoe Vale Girls College has clear processes in place which ensures there are ongoing checks and balances with regard to budgeting, receipting and expenditure of funds. The college maintains an operating reserve as recommended by the DET. During 2018, funds were expended in accordance with the budget approved by College Council. The Finance Committee is responsible for management of all financial resources with provision of reports to College Council under the direction of the Business Manager and Principal. With a view to upgrading buildings and improving student learning facilities, funds were carried over for major works. In 2018, college sporting facilities were upgraded and other learning spaces improved to support a positive climate for learning.

For more detailed information regarding our school please visit our website at

www.pvgc.vic.edu.au

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 1078 students were enrolled at this school in 2018, 1078 female and 0 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

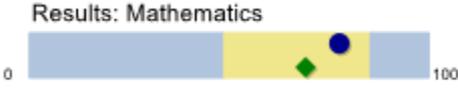
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



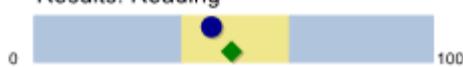
Performance Summary

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

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p>○ Lower</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 25% VET units of competence satisfactorily completed in 2018: 85% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 89%</p>		

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>89 %</td> <td>88 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	88 %	91 %	93 %	93 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	88 %	91 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$10,859,129
Government Provided DET Grants	\$1,656,221
Government Grants Commonwealth	\$14,616
Government Grants State	\$50,575
Revenue Other	\$73,043
Locally Raised Funds	\$644,007
Total Operating Revenue	\$13,297,591

Equity ¹	
Equity (Social Disadvantage)	\$1,137,425
Equity (Catch Up)	\$98,811
Equity Total	\$1,236,236

Expenditure	
Student Resource Package ²	\$10,561,671
Books & Publications	\$13,455
Communication Costs	\$27,228
Consumables	\$269,693
Miscellaneous Expense ³	\$508,352
Professional Development	\$55,258
Property and Equipment Services	\$643,610
Salaries & Allowances ⁴	\$639,485
Trading & Fundraising	\$138,319
Travel & Subsistence	\$1,936
Utilities	\$146,194
Total Operating Expenditure	\$13,005,202
Net Operating Surplus/-Deficit	\$292,389
Asset Acquisitions	\$87,235

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$2,240,369
Official Account	\$70,195
Total Funds Available	\$2,310,564

Financial Commitments	
Operating Reserve	\$360,782
Other Recurrent Expenditure	\$7,616
Funds Received in Advance	\$269,897
Funds for Committees/Shared Arrangements	\$7,028
Capital - Buildings/Grounds < 12 months	\$1,665,240
Total Financial Commitments	\$2,310,564

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

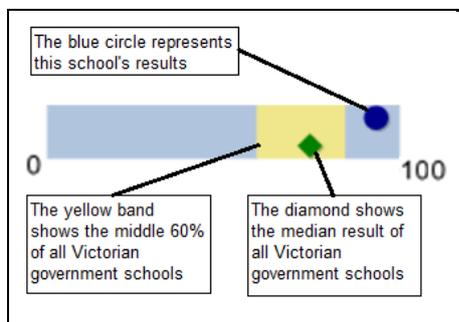
Engagement

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

Wellbeing

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

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

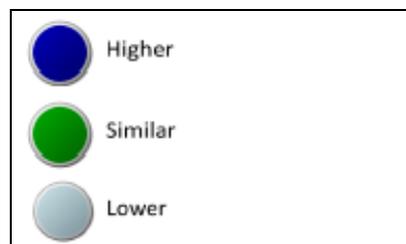


What does *School Comparison* refer to?

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

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

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



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

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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