

2018 Annual Report to The School Community



School Name: Dandenong High School (8858)



- 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 24 April 2019 at 03:35 PM by Susan Ogden
(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 24 April 2019 at 04:42 PM by Alan Collier (School
Council President)

About Our School

School context

Dandenong High School, located in the South East of Melbourne, is a co-educational school from Years 7 to 12 with an enrolment of approximately 1720 students. The school is highly multicultural with 62 nationalities and 80 different language groups represented and 89% of students speak a language other than English at home. Dandenong High School employs 150 teaching staff and 69 non-teaching staff. The school has a distributed leadership system that focuses on strong, dynamic and adaptive leadership and fosters a culture of shared responsibility.

Dandenong High School is renowned, both nationally and internationally, for its state-of-the-art facilities that provide extensive and highly dynamic learning opportunities for all within the school community. These spaces, designed to empower students through discovery, inquiry and collaboration, include the 7 Houses, which are purposeful designed learning spaces in which students undertake their core learning. Our facilities also include specialist spaces such as the Melaleuca Performing Arts and Sporting complex and the Senior Science Wing which incorporates purposefully designed Chemistry, Physics and Biology labs that provide opportunities for students to collaborate and investigate real world scientific questions. Our Senior Visual Arts and Media space provide students the opportunity to experience real-world industry-standard learning, thereby preparing them for careers beyond school. To provide a rich and deeply immersive learning environment, our highly innovative STEM Centre contains purposeful and adaptive spaces including a specialised Engineering space, the Workshop and Test Arena, the Design Lab and The Hub. There is a discrete Virtual Reality pod and an IT Support Office with a dedicated Technician to support students with their designing, testing and building of prototypes. The newly refurbished Learning Resource Centre fosters a reading culture across the school and provides an environment in which students have access to a broad array of learning resources and expert teacher librarians and IT Technicians to support individual student need.

Dandenong High School has a highly rigorous and academically stimulating Accelerated and Enhanced Learning Program, providing students with an enriched and extended personalised program designed to ensure all individuals reach their full potential. Our STEM program includes a core subject in Year 7 and 8, a year-long elective in Year 9, Year 10 Robotics and IT, and a variety of pathway options in the senior years including Computing Science, IT, Systems Engineering and Software Development, providing extensive pathways opportunities into university and highly-sought after careers. Our Wellbeing Team consists of the Wellbeing Team Leader and four Wellbeing Officers, a school nurse and three Guidance Officers. This team supports staff and students and work in a liaison role within the Houses. They also deliver extensive peer mentor and Wellbeing Programs throughout the year for a range of student groups dependent on need. Student leadership, voice and agency is highly valued and students have the opportunity to hold a range of formal leadership positions including; School and House Captains, and undertake membership on both the School Council and the Student Representative Council. Our Student Agency Team have responsibility for shaping the strategic direction of the school.

The structure of the school is designed to foster students' connectedness and engagement. We have seven identically designed Houses; each containing purposefully designed learning spaces. These spaces allow for diverse and innovative learning experiences to take place, with a strong emphasis on collaborative learning. Each House is vertically structured with students at each year level from Year 7 through to Year 12. Each House has 25 staff from all Domains and teaching areas. A consistent pedagogical approach to teaching, learning and assessment is achieved through the Design for Learning that ensures every individual student is able to achieve at least one year's growth in 12 months.

In Years 7-9, our collaborative model is designed to allow groups of students to learn with a team of teachers for the core subject areas, including English/Humanities, Maths/Science, Health/PE and LOTE. Each Teaching Team plan, teach and assess collaboratively. There is a focus on project-based learning and students are encouraged to be independent learners, self-motivated and curious about the world around them. Students in

Years 7 – 8 also undertake a range of Arts and Design subjects over the two years in specialised learning areas outside the House. In Year 9, students can select from an extensive elective program in addition to their core learning.

Dandenong High School offers a broad range of opportunities to senior students, including VCE, Vocational Education and Training and the Victorian Certificate of Applied Learning. Our Senior Studies program provides all students with a tailored individualised pathway, allowing for informed student choice. We are the lead school in the D.R.E.A.M Trade Training Centre in partnership with Chisholm TAFE and four other local schools and students have the opportunity to enrol in an innovative industry “Trade Circle Program” in Year 10. This enables students to enrol in a number of accredited units over a range of VET options in order to support them in choosing the right VET certificate. The state-of-the-art Trade Training Centre allows students in Years 10 – 12 to undertake school-based apprenticeships as well as a range of applied learning opportunities. The personalisation of learning across the school is intended to ensure every individual student is provided with the most appropriate pathway so as to ensure all achieve success.

Our Languages Other Than English program (LOTE) provides opportunities for students to study Japanese, French and Latin and through the strong links we have fostered with our Japanese-sister school, can experience extensive cultural and language immersion. The school has a Transition EAL program that provides targeted support for new arrivals (asylum seekers or refugees) across the year levels. In Year 10 the school offers the Year 10 Connect program designed for students who are aged between 16 and 18 and are entering the Victorian Education system for the first time, providing every individual with a personalised and holistic year of consolidation before they move into VCE, VET or VCAL.

Significant resources have been placed into programs across the school to further improve student outcomes including the project-based learning model designed to strengthen literacy and numeracy skills through a highly engaging and student-directed approach. The school has developed a highly specialised withdrawal program, the Decoding Program, which provides targeted support to students with low-literacy skills. A Transition EAL program and a team of Multicultural Educational Aides support newly arrived and refugee students. Furthermore, students with high-level EAL needs are supported in their core subject learning through a team of four teachers, which enable individual students to receive one-on-one targeted support and assistance. The provision of a weekly Homework Club, supported by tutors from Monash University, operates in the Jacaranda Centre and provides hundreds of students with targeted learning support.

To ensure all our students have the essential skills and knowledge relevant to 21st Century Learning, Dandenong High School has a one-to-one student laptop program, incorporating both a school-provisioned option in addition to a Bring Your Own Device (BYOD) approach that provides all students in Years 7-12 with their own laptops. A technologically rich curriculum and innovative learning environment enables student learning to be transformed through the creation of real-life, meaningful and highly engaging learning experiences.

Framework for Improving Student Outcomes (FISO)

Building practice excellence -

* Implement the second phase of the Design for Learning, an evidence based pedagogical approach, to ensure every student achieves at least one year's learning growth in one year.

* Further develop an evidence based, personalised professional learning model, to improve teacher and leadership practice. This will include the expansion of the current PLT structure and the introduction of an observation of practice approach.

The school has successfully completed Phase 2 of the implementation of the Design for Learning, with teachers across the school expanding their understanding of the Design for Learning to include the Phases of the Lesson, use of high-impact teaching strategies and highly effective feedback through the Continuous Reporting model. To further scaffold the implementation of the Design for Learning in every classroom and build the capacity of teachers in improving their pedagogical practice, we introduced the Phases of the Lesson. This lesson model enables teachers to engage and differentiate the learning for all students, incorporate a variety of high-impact

strategies, embed powerful learning experiences and formative assessment, and move from surface to deep learning. 2018 marked the full implementation of the Continuous Reporting approach across the school, which includes the use of Learning Progressions to diagnose learning needs, aide in the differentiation of learning and effectively measure student progress; and the development of 'Effective Feedback' model which includes Student-led Conferences. We have witnessed a significant shift in how teachers assess, give feedback and report on student growth and progress. Feedback is now timely, continuous, accessible and visible using Compass Learning Tasks. This has also served as a means to strengthen community and parental engagement in learning, inviting parents to become partners in the learning of their children.

The introduction of the Professional Learning Team (PLT) model has had significant impact upon both the improvement of teaching practice and on student learning outcomes as they ensure a strong focus on student learning; create purposeful opportunities for professional peer support and celebration of achievement; and improve instructional practice through peer observation and mentoring. Teachers met weekly in Domain-based year-level teams to engage in evidence-based research and trial high-impact teaching strategies to improve teaching practice and positively impact on student learning. To support the work of the Professional Learning Teams, the PLT Leaders met twice a term with Dr Ryan Dunn to build individual and collective leadership capacity and maximise the influence of each leader. The PLT approach has led to a more evidence-based and research driven approach to teaching; sustained commitment and collective efficacy; fostered critical reflection and evaluation; and created an environment that values the sharing of resources, knowledge and skill development among staff. The shared narrative that is in existence across the school and the collective language that has been shaped by the Design for Learning has grown and deepened into a shared understanding of highly effective teaching and powerful student learning.

Building communities -

* Develop and implement a "Community Attendance Improvement" strategy, designed to reduce student absence and increase student and parent engagement, across the school.

The school has made significant improvements in reducing student absences and increasing attendance from Years 7-12. Each House was committed to building a culture of high-level attendance through promoting the importance of being at school and supported individual students with targeted interventions to ensure they attended, including personalised attendance plans and the celebration of high-level attendance. The result has been significant, with a decrease in the number of days absent across the school and the average attendance rate by each year level being over 90%. The school has also experienced a considerable reduction in students exhibiting chronic absence. Both our students and our families have expressed a stronger level of connection and engagement to the school through the Attitudes to School and Parent Opinion survey data.

Achievement

Dandenong High School is proud of its achievements in student learning. We have demonstrated significant improvement in our NAPLAN results and have retained all students in the top two bands from Year 7 to Year 9. The majority of students are performing at or above expected Victorian Curriculum levels in most areas and the school continues to perform very strongly in "like school groups" in English, Maths and Science. Between 2012 and 2018 the percentage of our students in the top two bands for NAPLAN Numeracy was above similar schools. Our students in Years 7 and Year 9 demonstrated substantial learning growth in our NAPLAN Reading and Writing results from 2014 to 2018. We either met or exceeded all of our AIP targets in numeracy and reading.

2018 has once again been a year of remarkable student success with many reaching the highest level in sport, visual art and design, performing arts and academic achievement. Our Senior Boys Rugby and Year 7 Badminton teams won the State Championships as did our Robotics team who were awarded the VEX National Champions for a second time in three years and have been invited again to compete in the International Championships in the U.S.A in April 2019. Two of our Year 12 students received Skyline Foundation bursaries, in addition to another Year 12 student being named as a Kwong Lee Dow recipient by Melbourne University. Rahullah Sarwari of Year 12 represented Australia at the Wako World Kickboxing Championships in Italy,

winning a bronze medal in his weight division. Rahullah then competed in the Kung Fu Oceania Championships to qualify for the Australian team in 2019, where he won gold and was crowned national champion.

We have seen a significant increase and growing impact of student voice and agency within our school community by involving students in the shaping of the strategic direction of the school. In 2018 students were active co-creators in school-wide AIP initiatives including the whole-school Attendance Strategy, the Senior Studies Review, the development of our Staff Recruitment and Induction process and the implementation of our Positive Education approach. The members of the Student Agency team are involved in shaping the strategic direction of the school, have been voting members on School Council for the past three years and are active contributors in the school improvement cycle and support the School Improvement Team in the monitoring and evaluation process.

The school's VCE results are at the median level for government schools, with 97% of our students satisfactorily completing their VCE, 5 of who achieved an ATAR above 90 and 9 receiving an ATAR above 80. Scholarships of considerable significance were offered to a number of our Year 12 students to study at, Monash, RMIT and Deakin Universities. Of the Year 12 students who submitted preferences for tertiary education, 96% received offers, the remaining students have obtained employment and secured apprenticeships. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), 100% achieved a satisfactory completion result and 79% of our students achieved a VET qualification. We are incredibly proud of our senior studies results.

Engagement

The Student Attitudes to School Survey indicates a strong sense of belonging and connectedness to school and a high level of satisfaction with our transition processes and support, both into the school in Year 7 and as students moved up through the different year levels. Our students believe attendance at school is of great importance and are highly motivated, interested and have self-confidence in their learning abilities. Students also rate the school very highly in the areas of Effort, High Expectations for Success and Differentiated Learning Challenge. In 2018, the data showed an increase in teachers having high-expectations of all students. To supplement the Attitudes to School survey data, the school will be using the ACER Social and Emotional Wellbeing Survey in 2019, so as to gain a more holistic understanding of our students.

In 2018 we established a Positive Education Team, who had responsibility for the development of a whole-school approach to Positive Education, which builds on the strengths of each individual student to ensure they flourish in their learning and as a person. The approach was introduced to all students and staff through the Appreciative Inquiry activity in the later part of the year. All Houses have identified goals to support in the fostering of a strengths-based and growth mindset culture across the school.

To ensure every individual student is able to achieve at least one year's learning growth in one year, a consistent approach to teaching and learning across the school is achieved through the Design for Learning at Dandenong High School. The elements intrinsic to this approach include the systematic use of data to ascertain levels of readiness to learn, in addition to the use of formative and tiered-summative assessment data to determine growth and enable further planning. As a leader in the education of 21st Century learners, we ensure our students understand how to learn through the provision of skills such as critical thinking, resilience, adaptiveness, creativity and entraupenurialship, all provided within a values-driven framework. At Dandenong High School, teachers are the activators of learning, who guide and nurture, and provide the skills and understanding to critically examine, analyse and evaluate the information available to students. By advocating for and supporting our students through their learning, we are educating for the future.

Dandenong High School continues to prioritise student attendance as demonstrated in the 2018 data, with an average of 91% attendance. Through the development and implementation of a whole school approach to improving student attendance across the school in 2018, we have achieved our aim of at least 90% attendance for all students.

House Administration Officers are located in each of the 7 Houses, each of who make contact with parents of all

absent students across the school. This is supported with electronic roll marking and parent contact by the House Leadership Team. The school student retention rates continue to be at the State mean. Students with engagement or attendance issues are referred to the Wellbeing Team. Where appropriate, some students are directed to programs such as Operation New Start and Myuna Farm designed to re-connect them with school and engage them in their learning.

Wellbeing

In Years 7-12 all students have an Individual Learning Plan and meet fortnightly with their Learning Tutor. This enables them to set meaningful learning goals and prepare for their future beyond school. The ILP enables students and their Tutor to track student progress, establish clear career pathways and identify the student's strengths and areas needing further development. The continual fostering of the relationship between the student and Tutor further enhances student connectedness to school and enables the Tutor to advocate for each individual student where needed. In 2018, Year 7 and 8 Student-led Conferences were held across the school, which was highly successful and rewarding for both the students, teachers and parents involved. In 2019, the Student-Led Conferences will be expanded to include all students and their families in Years 7 - 9.

The school has extensive community and industry links and is involved in many programs that assist student transition from school to work or further education and training. The school also has strong partnerships with Monash, RMIT, Federation and Deakin Universities which are all focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and be involved in Work Inspiration experiences that provide mentoring programs supported by large and significant corporations including the National Australia Bank, Price Waterhouse Coopers and KPMG. Our close partnerships with the Australian Business Community Network (ABCN) and The Skyline Foundation provide our students with scholarships and bursaries during their time at our school and throughout university.

At Dandenong High School, a strong Wellbeing Team, consisting of the Wellbeing Leader and four Wellbeing Officers, a school nurse and four Guidance Officers, supports our students and staff. The Wellbeing Team provides a range of extensive support across the school through the provision of proactive Wellbeing Programs, including Girls on the Go, Supportive Friends, Martial Arts Therapy (MAT), the Anti-Bullying program and No Gaps. Furthermore, the Wellbeing Team are pivotal in embedding local, state and Federal Government initiatives within the school such as Respectful Relationships, Healthy Together, the e-Smart program and in partnership with the City of Greater Dandenong are piloting the REAL Program. The role of the Wellbeing Team includes one-to-one clinical counselling and House Liaison support, which informs the referral system of students across the school and ensures any student requiring wellbeing assistance is identified and properly supported. A further unique element of Wellbeing at Dandenong High School is the whole school wellbeing responsibility allocated to each member of the team and includes International Students, Transition (Grade 6 students into Year 7 and refugee students across the school), Wellbeing Programs and Programs in the Curriculum. The school provides a Breakfast Club each Monday and Friday morning to ensure the nutritional and wellbeing needs of our students are met.

Financial performance and position

In 2018, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching and leadership capacity through the provision of; specialist EAL teachers with Year 7-9 English/Humanities Teams; the staffing of targeted EAL and intervention programs and the expansion of Year 10 Connect to support students transitioning from Noble Park English Language School.

The school has appointed leadership and special responsibility positions to improve literacy across the school including a Learning Interventions Leading Teacher, Reading Coaches, Library Teacher and Decoding Teacher. To support the work of these Literacy Intervention Initiatives the school engaged the services of Literacy Experts to develop the leadership and teaching capability of staff to meet the individual needs of our students. Targeted professional learning to improve the consistency of high quality teaching practice; and a professional learning program for school leaders, including individual coaching, to ensure leadership excellence.

The funding of student leadership and student agency opportunities enabled students to be active participants in the development of a positive learning culture and strengthened the influence of student voice. Consultants were engaged to review the school's timetable structure and a "timetable in residence" was employed to ensure optimal pathways opportunities for senior students.

Funding was provided to further target support for students through the addition of staff to the Well Being and Careers teams, as well employing increased learning support to maximise intervention programs across the school. Equity Funding has been utilised to ensure that students have access to resources and equipment that allows them to engage effectively in their learning

An Enrolment Officer has been implemented to support the school with the targeted attendance strategies to ensure the school maintains a high level of attendance across each year level. This involves the induction of the school into the school and a supported transition process to ensure a successful start to their schooling.,

Additional staffing has been provided to the Finance Team to strategically plan, monitor and evaluate the spending of Equity Funding on targeted initiatives in line with the school's AIP. The Finance Team meets regularly with the Domain Leaders to plan for and track the ongoing spending of finances and to ensure they are impacting on student learning outcomes.

The School Council allocated funds to complete building works as part of Stage 4 of the school development. This included creating contemporary spaces for Senior Arts and Media, which will support students with their creative and design subjects; as well as a library facility that will support the school's literacy and reading approach.

The school has carried a surplus through to 2019, which will be spent on specific initiatives linked to improving student learning outcomes identified in the 2019 AIP.

For more detailed information regarding our school please visit our website at
<http://www.dandenong-hs.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

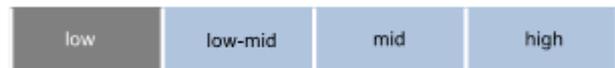
Enrolment Profile

A total of 1702 students were enrolled at this school in 2018, 839 female and 863 male.

77 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).

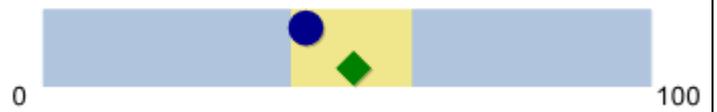
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

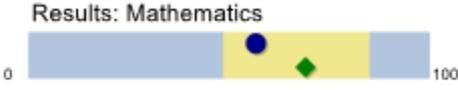
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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> 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 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>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: 97% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 30% VET units of competence satisfactorily completed in 2018: 79% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 100%</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" data-bbox="544 936 1002 1032"> <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>91 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	89 %	90 %	90 %	90 %	<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> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	89 %	90 %	90 %	90 %									
<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> Lower</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> Lower</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		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$19,967,713	High Yield Investment Account	\$2,251,496
Government Provided DET Grants	\$4,393,832	Official Account	\$87,539
Government Grants Commonwealth	\$72,169	Other Accounts	\$1,500,000
Government Grants State	\$27,438	Total Funds Available	\$3,839,035
Revenue Other	\$343,268		
Locally Raised Funds	\$573,162		
Total Operating Revenue	\$25,377,581		
Equity¹			
Equity (Social Disadvantage)	\$4,364,254		
Equity (Catch Up)	\$197,197		
Equity Total	\$4,561,451		
Expenditure		Financial Commitments	
Student Resource Package ²	\$19,780,636	Operating Reserve	\$635,000
Books & Publications	\$17,812	Other Recurrent Expenditure	\$1,661
Communication Costs	\$71,765	Funds Received in Advance	\$475,000
Consumables	\$579,501	School Based Programs	\$2,714,293
Miscellaneous Expense ³	\$1,596,215	Total Financial Commitments	\$3,825,953
Professional Development	\$151,312		
Property and Equipment Services	\$1,556,847		
Salaries & Allowances ⁴	\$847,539		
Trading & Fundraising	\$68,826		
Travel & Subsistence	\$32,474		
Utilities	\$255,797		
Total Operating Expenditure	\$24,958,724		
Net Operating Surplus/-Deficit	\$418,857		
Asset Acquisitions	\$228		

(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)

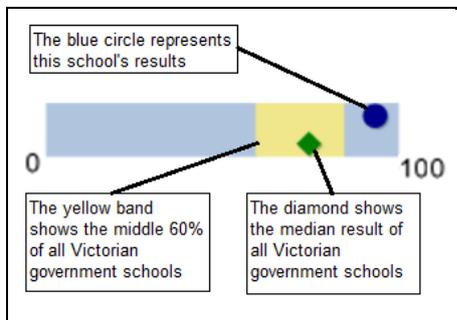
Engagement

- 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).

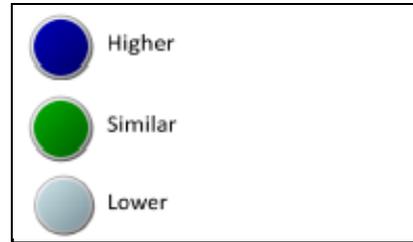


What does *School Comparison* refer to?

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').