

2019 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 2019 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 27 April 2020 at 11:45 AM by Susan Ogden (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2020 at 12:27 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 1700 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 178 teaching staff and 67 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 purposefully 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 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, four Wellbeing Officers, a school nurse and Speech Pathologist. 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 and French 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 Design for Learning, an evidence-based pedagogical approach, consistently in every classroom. In 2019 this will include refining the quality and rigour of learning sequences, embedding the 'Phases of the Lesson' across all classrooms and the expansion of the school's Literacy Improvement strategy.

* Embed an evidence-based and personalised professional learning model to improve teacher and leadership practice. This will include the introduction of the PLT Learning cycle, the implementation of classroom observation across the school and the introduction of a team of Learning Specialists who will support teachers in improving their practice.

All current Learning Sequences have been refined to ensure they have; greater rigour, fidelity, reflect the Victorian Standards and have the General Capabilities fully embedded. The collaborative design process ensured an authentic and rich curriculum for students and further developed each teacher's understanding of the pedagogical approach itself. Building teacher skills in the design process also enhanced teacher capacity and promoted confidence to implement the approach in their classroom. The introduction of all new staff to Learning Sequence design, as part of the Induction program, ensured transitioning teachers understood all facets and practical elements of the Design for Learning and could embed the approach in their practice.

Leadership Learning Walks and a focus on excellence in practice, became a part of the school culture. Teachers implemented Learning Sequences and the “Phases of the Lesson” in their classrooms and leadership used their observations to target professional learning at House, Domain and individual teacher level. The quality and consistency of teacher practice and implementation integrity of the agreed pedagogical approach increased across the

school.

The expansion of both the Literacy and Learning Intervention strategies ensured individual students had targeted support to build their literacy skills and maximise their learning growth. Teachers had greater capacity to analyse VCE or NAPLAN data to a more detailed level and used this evidence to target teaching to meet their individual student's needs. Teacher confidence in using Tier One Interventions within the classroom increased and students were able to articulate Learning Intentions and Success Criteria beyond the content of the lesson. Lessons became less teacher driven and more student centred, with students demonstrating greater ownership of their learning.

Each teacher at the school gained greater clarity regarding the agreed strategic direction and initiatives within the AIP and could articulate what that looked like in action for them and their students in the classroom. Clear through lines between an individual's PDP goals and those set at Domain, House and whole school level, ensured both shared understanding of the work and what the individual's contribution needed to look like. There was a more consistent move from shared values and purpose, to action and an observational change of practice for most staff.

The school moved closer to a Professional Learning Community in the truest sense, as individual teachers saw their own growth not as a choice, but part of their professional responsibility. PLT's have become high level professional learning groups, that are; evidence based, safe and challenging spaces, that question a teacher's practice and provided constructive feedback.

The introduction of the Observation of Practice model ensured that all staff received feedback to promote critical reflection and build their capacity and there was greater accountability for implementation of initiatives across the school. All professional learning sessions were targeted to provide teachers with the skills and knowledge they needed to implement the Design for Learning and the Phases of the Lesson with integrity.

All teachers used data more effectively within their PDP to demonstrate the impact of their own learning on their teaching and student outcomes in the classroom. They were able to measure the effectiveness of the strategies they were using and became more confident in targeting their practice to the point of student need.

The leadership team experienced renewed alignment and shared purpose. Each member was using observation to ensure implementation integrity of the initiatives they were responsible for and increased confidence in providing critical feedback to staff and receiving feedback from others about our practice.

Empowering students and building school pride -

* Implement the school's attendance strategy consistently across the school to reduce student absence. Explore and develop a Positive Education framework for all staff and students for the school community that, increases engagement and provides students with greater agency of their learning.

All Houses implemented consistently the 4 priority areas identified in the School Attendance Strategy. Student absence was further reduced across the school and more parents were working in partnership with House Leadership teams to implement intervention strategies. There was growing understanding for all teachers of the impact of engagement and building connections with students on positive attendance and all Houses had a goal reflecting this in the AHIP (Annual House improvement Plan). The newly introduced "monitoring approach", where each House Wellbeing Liaison Officer, reviewed attendance and intervention strategies weekly, resulted in greater accuracy of attendance and Exit data.

Introducing the concept of a Positive Education approach to staff has ensured teachers were beginning to understand the importance of building relationships with students and demonstrated their knowledge of each individual as learner and person had a positive impact on engagement. A "team of champions" (20 teachers and leaders who completed the Certificate in Positive Education delivered by Melbourne University) developed a Positive Education framework which outlined a whole school approach that will be implemented in 2020.

All students have been formally invited on the School's improvement journey through communicating the purpose of the Design for Learning, "Phases of the Lesson" and classroom observations in Year Level Assemblies. This has strengthened the connection of students to the school and defined for them, what their role needs to look like. The Attitudes to School data has reflected this inclusive approach as has data from the "Well Being Profiler" (Melbourne University) and "ACER Connection to School" survey. The Student Agency team has together with Principal Class, developed a Learning Feedback tool for teachers that will be piloted across the Houses in 2020.

Achievement

Dandenong High School is proud of its achievements in student learning. Our targeted approach to building practice excellence across the school, is already having a positive impact on student data. Many of the targets we set for the year in our AIP have been met or exceeded. The school has demonstrated an increase in learning growth across all NAPLAN Domains, particularly in Reading. Over 75% of our students achieved at or above benchmark growth in Reading, well above State mean and we have retained all students in the top two bands from Year 7 to Year 9 in Reading. 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.

2019 has also been a year of remarkable individual student success with many reaching the highest level in sport, visual Art and Design, Performing Arts and academic achievement. Our Senior Boys Rugby team once again made the State finals, as did our Year 8 girls Badminton team. One of our Year 7 students participated in the National Schools Judo Championship in Queensland and won gold in both his events, a remarkable feat. A student in Year 11 reached the top 5 in the Australian Muslim Art Awards for his photograph entitled "Life and death" and our Senior and Junior Robotics teams represented Victoria in the National Championships in Adelaide. Four Year 10 students received Sky line Foundation bursaries, a significant honour for the school and an incredible opportunity for each of them. Two students were named Kwong Lee Dow scholars by Melbourne University, and a Year 11 student reached the finals of the National History competition for her essay based on the story of Vincent Lingari and the Wave Hill protests. One of our School Captains was nominated for the Melbourne University Principal's scholarship for her academic achievements. Finally, seven of our students were accepted into the Snowy River School for Student leadership in Term 4, where they were commended for their creativity, passion and maturity.

The school's VCE results are at the median level for government schools, with 98% of our students satisfactorily completing their VCE, four of who achieved an ATAR above 90 and 15 receiving an ATAR above 80. Our Dux received an ATAR of 96.7. We have increased our mean VCE Study Score in English to 25 and seen an increase in the number of students receiving study scores over 37 by 3% in 2019. Scholarships of considerable significance were offered to a number of our Year 12 students to study at Melbourne, Monash, RMIT and Deakin Universities. Of the Year 12 students who submitted preferences for tertiary education, 98% 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 38% 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 (65% positive endorsement). Our students believe attendance at school is of great importance (82% positive endorsement) and are highly motivated, interested and have self-confidence in their learning abilities (66% positive endorsement). Students also rate the school very highly in the areas of Effort, High Expectations for Success and Differentiated Learning Challenge (69% positive endorsement). In 2019, the data showed an increase in teachers having high-expectations of all students (68% positive endorsement).

Student attendance continued to improve across the school with the average number of days absent now sitting at 19. The targets set have been exceeded and there is an observable awareness among students and their families of the importance of prioritising school. The number of students below 30 days has decreased and those achieving 100% attendance increased significantly. Most note-worthy, was the success of one of the Transition EAL groups, which not only recorded the highest attendance rates in the school, but also the strongest relative growth in reading for a group in the year level, which is clear evidence of the strong link between attendance, engagement and learning. Through the continued implementation of a whole school approach to improving student attendance across the school in 2019, 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.

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. 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 four years and are active contributors in the school improvement cycle and support the School Improvement Team in the monitoring and evaluation process. In 2019 the Student Agency Team was responsible for designing a Learning Reflection tool to provide feedback to teachers regarding the impact of their teaching, which will be introduced across the school in early 2020.

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 entrepreneurialship, 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.

Wellbeing

At Dandenong High School, a strong Wellbeing Team, consisting of the Wellbeing Leader, four Wellbeing Officers, a school nurse and four a speech Pathologist, 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.

In 2019 the school introduced the Student Engagement and Wellbeing survey to accurately assess the levels of student engagement and connection to the school, given a drop in certain Attitude to School measures in 2018. The data collected and the student feedback showed a strong sense of connection and engagement with the majority of students identifying a feeling of wellbeing and community in their House. The school also introduced a Data Dashboard to provide student engagement, emotion and learning data in accessible platform for all staff.

Our 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, continued to expand in 2019. Twenty staff completed the Certificate in Positive Education through the University of Melbourne and will become a designated "team of champions" in 2020. Their role will be to develop a whole school approach to Positive Education designed to encourage greater student engagement and promote student agency. The introduction of two Student Engagement Coordinators in each House will also enable this critical work.

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.

Financial performance and position

In 2019, 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. We also appointed 7 Learning Specialists to support teachers across the school in further developing their pedagogical expertise. Equity funding was also allocated to provide targeted professional learning to teachers to improve the consistency of high quality teaching practice and a professional learning program for school leaders was delivered, which included an individual coaching and mentoring program to ensure leadership excellence.

During Terms 3 and 4, twenty staff completed the Certificate in Positive Education through the University of Melbourne with the intention to become a designated "team of champions" in 2020. Their role will be to develop a Positive Education Framework to be introduced across the school. Funding was provided to a range of curriculum areas to ensure staff and students had access to learning materials that enhanced learning outcomes. This included updating the library collection to ensure a contemporary selection of books; technology resources to support the development of the STEM program to provide students with practical applications of learning; and the development of Student Learning Experiences including a STEM Study Tour, which involved the Robotics Team competing at the World Championships in Kentucky, USA.

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 "Timetabler 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 Wellbeing 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 appointed to support with targeted attendance strategies to ensure high-level attendance is maintained across each year level. The Enrolment Officer oversees the welcoming of new families to the school, supports the induction of newly enrolled students and the 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 has carried a small surplus forward to 2020, which will be spent on specific initiatives linked to improving student learning outcomes identified in the 2020 AIP.

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

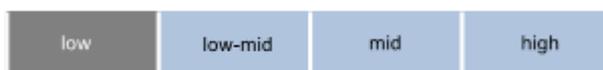
Enrolment Profile

A total of 1698 students were enrolled at this school in 2019, 812 female and 886 male.

78 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.



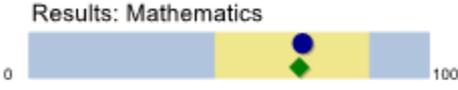
School Staff Survey

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

Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </p>

Performance Summary

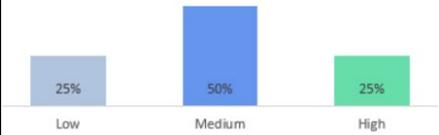
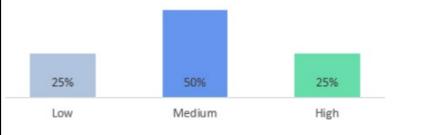
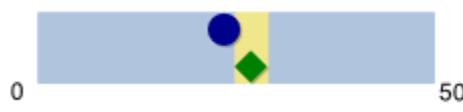
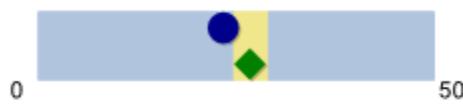
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar 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>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>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Reading</p> <p>24% Low 56% Medium 20% High</p> <p>Numeracy</p> <p>22% Low 47% Medium 31% High</p> <p>Writing</p> <p>33% Low 51% Medium 16% High</p> <p>Spelling</p> <p>21% Low 46% Medium 32% High</p> <p>Grammar and Punctuation</p> <p>32% Low 47% Medium 21% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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>Reading</p> <p>22% Low 50% Medium 29% High</p> <p>Numeracy</p> <p>33% Low 48% Medium 19% High</p> <p>Writing</p> <p>31% Low 55% Medium 15% High</p> <p>Spelling</p> <p>23% Low 48% Medium 29% High</p> <p>Grammar and Punctuation</p> <p>28% Low 46% Medium 27% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**
 VET units of competence satisfactorily completed in 2019: **80%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **100%**

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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>												
<p>Average 2019 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>90 %</td> <td>89 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	89 %	90 %	90 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	89 %	89 %	90 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$20,386,110	High Yield Investment Account	\$3,549,771
Government Provided DET Grants	\$4,918,249	Official Account	\$155,819
Government Grants Commonwealth	\$36,672	Other Accounts	\$0
Government Grants State	\$45,129	Total Funds Available	\$3,705,590
Revenue Other	\$233,385		
Locally Raised Funds	\$640,296		
Total Operating Revenue	\$26,259,843		
Equity¹			
Equity (Social Disadvantage)	\$4,471,753		
Equity (Catch Up)	\$174,821		
Equity Total	\$4,646,574		
Expenditure		Financial Commitments	
Student Resource Package ²	\$20,964,118	Operating Reserve	\$792,423
Books & Publications	\$35,384	Other Recurrent Expenditure	\$1,143
Communication Costs	\$67,096	Funds Received in Advance	\$506,272
Consumables	\$698,380	School Based Programs	\$158,953
Miscellaneous Expense ³	\$1,721,747	Repayable to the Department	\$1,404,340
Professional Development	\$364,793	Asset/Equipment Replacement < 12 months	\$83,468
Property and Equipment Services	\$1,874,870	Asset/Equipment Replacement > 12 months	\$500,000
Salaries & Allowances ⁴	\$759,376	Total Financial Commitments	\$3,446,599
Trading & Fundraising	\$56,654		
Travel & Subsistence	\$78,473		
Utilities	\$200,358		
Adjustments	\$58		
Total Operating Expenditure	\$26,821,308		
Net Operating Surplus/-Deficit	(\$561,466)		
Asset Acquisitions	\$148,865		

(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 26 February 2020 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)

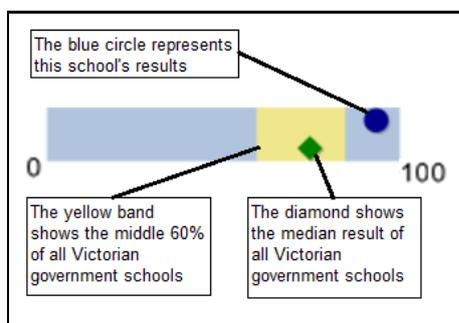
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').