

2015 Annual Report to the School Community

Ashwood High School

School Number: 8743



Name of School Principal:

Brett Moore

Name of School Council President:

Lisa Sim

Date of Endorsement:

16 March, 2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Ashwood High School (AHS) is a Year 7 to 12 co-educational School situated in the inner East of Melbourne of the North Eastern Victoria Region. Our School aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world. Our newly built \$17million state-of-the-art facilities are situated on a 16 hectare site with spacious, unparalleled grounds.

Over the past few years the school has undergone significant transformation to address market expectations in a diverse, rapidly changing social demographic. AHS is ethnically diverse, 35% of students speak a language other than English at home. AHS has a Student Family Occupation of 0.52 with 17% of students receiving CSEF (Camps Sport Excursion Fund) funding.

AHS is an academic school with a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complimented by programs in the Arts, Music, Physical Education/Health and LOTE (French). A wide range of VCE subjects including some VET studies are available. There is a major focus on evidence based explicit instruction across all learning areas.

AHS is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for academically able students; extending students through a challenging curriculum including early commencement of VCE. Introduced in 2016, the ACE Program is an established program with select entry enrolment. AHS is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 50 enrolled and integrated international students. Our commitment to diversity and cultural literacies and understandings is reflected in the significant growth in our international program, largely at Yrs 10-12, but including Middle School students with high demand from China.

In 2016, AHS has experienced its first enrolment increase for many years. *'The Path Forward – New Direction at Ashwood'* has involved a change of school name, a focus on enhancing the school's shared sense of community, with high expectations and clear discipline processes.

AHS offers a wide range of inter-school sporting and co-curricular activities including a full camps program, Debating, Outdoor Education, Interact, Instrumental Music, Musical Production, community outreach, student leadership, awards and recognition programs.

Good to Great

Our students are provided with an outstanding array of curricular and extra-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school (as reflected in our new logo / crest):

1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

Four Key School Priorities

Our school is committed to realising student wellbeing, engagement and achievement through focused effort on four priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

AHS creates critically reflective, resilient, confident and independent learners for life through a learning community which provides a safe, secure, challenging and orderly learning environment. Our school motto is *'Vision Inspired Action'*, embodied in the deeds of staff, students and parents, jointly committed to a school culture of participation and excellence based on mutual respect. We believe deep learning is facilitated through outstanding teaching based on supportive and authentic relationships. As members of a school community we are justifiably proud of our students' achievements through exemplary teaching, learning and pastoral care.

Achievement

Teacher Assessments – AusVELS:

AHS students in Years 7-9 demonstrated an AusVELS performance slightly above the state and the region in Mathematics. In Yr 10 the Mathematics results are slightly lower. This would appear to be a consequence of particularly rigorous expectations and preparation for VCE, rather than a decrease in student capability. This is supported by consistently high achievement results in VCE Mathematics subjects. English results are all slightly lower than both state and region benchmarks, which is an area of focus in curriculum and pedagogy for 2016. When considered alongside NAPLAN data it would appear that the teacher assessed AusVELS are more stringent than in other schools, as the NAPLAN data shows our students performing better than the AusVELS teacher judgements would suggest. Increased moderation (collaboration on planning and assessment) within and outside the school will address this. A higher proportion of International students in Semester 2 of Yr 10 contributed to an increase in the percentage of students performing below the level expected for reading and writing. This will be addressed in 2016 through the introduction of an additional assessment and reporting scheme for EAL students to better determine their literacy levels and thus appropriate individualised instruction.

Increases in the proportion of students performing above the level in English are seen in Yrs 7 and 8, whilst the same increase is observed for Mathematics students in Yrs 7 and 10. A decrease in students performing below the level is observed for Mathematics in Yrs 7, 9 and 10.

NAPLAN:

The 4 year average on Reading and Numeracy shows that AHS is similar to other Victorian Government schools. There is high relative gain of students from Yr 7 to 9 in the domains of Reading, Numeracy, Writing, Spelling and Grammar & Punctuation. 2015 NAPLAN learning gains were significantly above state averages in all four of the categories of Numeracy, Writing, Reading, Spelling and Grammar. In Yr 9 Literacy, there was a consistent increase in the 'High' growth categories, whilst 40% of the students achieved 'High' levels of learning growth in Numeracy. These

excellent improvements are the result of explicit instruction in new programs such as Language Conventions, Mathematical Conventions which all students in Yrs 7 to 9 undertake. Additional Language Support classes have been timetabled to address the specific learning needs of VCE International and EAL students to support their language acquisition and achievements across all subject areas.

VCE:

In 2015, 95% of students satisfactorily completed VCE studies. The VCE mean Study Score for all VCE subjects was similar to the state average. In 2015 the median Study Score was 29 and the percentage of study scores of 40 and above was 5.2%. 10.5 % of students received an ATAR of 90 and above and 18% of students received an ATAR of 80 or above. 100% of students who completed VCE have received at least one offer for further education; over 60% of those students were successful with their 1st or 2nd preference. Three students were awarded the VCE Baccalaureate. The Ashwood High School Dux scored an ATAR of 98.35.

Successful completion rates of 70% and 90% were also achieved for VET and VCAL respectively. Note that School Based Apprenticeships are undertaken over two years, so successful completion cannot be recorded in these units, which is reflected in the 70% completion rate for VET. Of the VCAL cohort 36% have continued with further education, 14% are doing apprenticeships and the remainder are in paid employment.

Further improvement will be achieved by:

- Implementation of a whole school curriculum scope and sequence including a review of all curriculum and assessment
- Strong curriculum coordination and planning across all learning areas
- Action research teams that are linked to teaching and learning improvement foci
- Consistent implementation of a whole school evidenced based explicit instructional model
- English enrichment program for high achieving Year 12 students
- Mathematics 'Master Classes' for high ability Mathematics students
- Homework Club extension programs in the Middle and Senior Schools
- The introduction of the Accelerated Curriculum and Enrichment (ACE) program at Yr 7 in 2016
- Enhanced teacher data analysis to drive improvements in pedagogy and assessment
- Coaching that is centered on high performance and development based on an increased understanding of student achievement data
- Building teacher capacity in identifying and targetting individual learning needs through provision of a differentiated curriculum
- Review of the Homework policy and programs
- Development of whole school 'eLearning Strategy'
- Introduction of Monash University ARC Project: Making a digital difference? An investigation of new technologies in secondary schools (2014-2016)
- Development and implementation of the Ashwood Alliance through Deakin University.

Engagement

Student Attendance: The average attendance rate for all students in the school is better than other Victorian Government schools and shows significant improvement over 2014. The average attendance for students in all year levels was above 90%, a reflection of a high level of engagement in learning programs and proactive interventions to minimize long term absences.

Attendance at whole school activities, such as swimming and athletics carnivals, has been above 82%. Students actively participate in House and Student Leadership programs, including Student Forums, enabling the 'Student Voice' to impact on the quality of curriculum provision.

The four year retention trend shows continued improvement, reflecting the implementation of programs and subject choices which enable students to embark on a variety of learning pathways. The four year trend is now similar to other Victorian schools. Student retention will continue to improve with the introduction of more subjects with a variety of VCE options to better cater for students' needs and pathway aspirations, with increased academic rigour and expectation prevailing in both VCE and VCAL programs.

The successful implementation of a new Student Leadership Structure with 'Student Forums' has impacted positive student feedback. The Attitudes to School Survey data and in particular student connectedness to school data is above other Victorian Government schools. Student morale is evident with high levels of pride and connectedness to school. Student recognition and awards were a focus in 2015 with the introduction of Principal's Awards in Academic Excellence, Academic Endeavour and Citizenship / Leadership.

Participation levels in co-curricular activities such as the Musical Production and other theatrical performances, Debating and Public Speaking, Camps and Sports programs increased in 2015.

The further enhancement of Debating and Public Speaking, and committees dedicated to promoting student publications and opportunities in House Sports, Visual Arts, Music, Connectedness, Advocacy and Leadership will target improved student engagement, motivation and the 'Vision Inspired Action' across Ashwood High School.

The Middle School curriculum structure maximises student engagement through challenge and support. Our Middle School curriculum is premised on the two educational concepts of enhancement and extension. Middle School students at Ashwood are provided with a highly rigorous and challenging curriculum program that demonstrates our fundamental belief that all students can succeed. The Middle School curriculum lays strong foundations for successful entry and completion of Senior School curriculum programs at Ashwood High School. Through a commitment to a depth and breadth of subjects, we collectively maximise students' opportunities and choices to further tertiary studies and career pathways. We understand that the educational landscape has become increasingly competitive in recent times. Ashwood High School offers a range of resources and programs at this critical stage of secondary education to guide, challenge and support students and families with their goal setting and study programs. Whilst providing a well-rounded education based on inquiry and interdisciplinary learning the Middle School curriculum focuses on personalised learning and levels of ability. All students have the opportunity for enhancement and extension within a disciplined and accountable climate for learning.

The 2015 'Attitudes to School Survey' indicates general improvement in all factors resulting in outcomes at or above the State mean, except for 'Learning Confidence' which is just below. 'Classroom Behaviour', 'Student Safety', 'Student Distress', 'Stimulating Learning', 'Teacher Effectiveness' and 'Teacher Empathy' rate in the 4th quartile whilst 'Connectedness to Peers', 'Student Morale' and 'School Connectedness' are in the 3rd Quartile. Although 'Learning Confidence' and 'Student Motivation' have improved upon the previous year, they are still low scores in 2nd Quartile and will continue to be areas of focus during 2016. As in previous years, there are variances amongst the year levels which will drive specific strategies and actions, but there is little difference in gender.

Opportunities for authentic learning beyond the confines of the classroom are continuously sought at Ashwood High School. In 2015, there was excellent representation in the University of NSW Mathematics, Science and English competitions; media students reached the finals in the RACV Competition. The strength of our debating teams continued to grow with the senior team unbeaten in the Victorian Debaters Association competition. Ashwood students participated in the Model United Nations Assembly. Our partnership with Waverley Rotary has eventuated in an Interact Club providing students with opportunities to lead and contribute to community based projects. There were representatives in the Youth Forum at Parliament House, the International Students Forum with the Minister of Education and the International Women's Day breakfast hosted by prominent women from business and industry. Year 10 students expanded their understanding of community responsibility and service by participating in the 'Fareshare' program; Year 9 students investigated projects in the city for a week; and Year 7 students visited primary schools to share their experiences regarding transition to secondary schooling.

Throughout 2016, Student Engagement will be further supported through:

- new and revised, stimulating subject offerings
- establishment of Action Research Teams
- introduction of a new student leadership structure in 2016
- expansion of student leadership development programs
- incorporation of career development programs into the curriculum
- introduction of the Year 9 GAT

Wellbeing

Overall student wellbeing data is similar to other Victorian Government schools. AHS has clear student management policies, structures and processes that are implemented with consistency and care – with a "firm but fair" approach to student discipline.

The Student Services Centre is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student achievement, socially responsible behaviour and careers action pathway planning. The Chaplain's work is centred on enhancing student engagement, wellbeing and learning, highlighting meaningful links between home and school. The Student Wellbeing Team comprising of the Student Wellbeing Manager, Adolescent Nurse, Chaplain and House Coordinators is led by a Leading Teacher and provides an array of relevant and stimulating presentations and syllabi on personal development, safety and youth health to support social and academic outcomes. Students receive individual guidance each year on course selection and are provided with career and Career Action Planning counselling by the Careers and CAPs Coordinators. Student wellbeing programs include: Cyber Safety and targeted wellbeing intervention programs for boys and girls. There are strong connections between students, parents and staff ensuring quality feedback and common understandings. 'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at students' stages of learning.

The school uses a well formulated meeting schedule to focus on proactive measures to target the wellbeing of students. Students are referred to expert staff, targeting a range of identified behavioural and wellbeing issues that are linked to student achievement. Allied Learning Area PLT meetings have been introduced linking curriculum, engagement and wellbeing as part of staff collaboration, refinement and coaching through action research and evidence-based teaching and learning practices. Targeted Student Support Group meetings are undertaken to provide students with the necessary support for learning, successful transitions and pathways, recognising the importance of positive connections between family and school life.

Positive and strong relationships amongst all members of the school community are at the core of Student Wellbeing. The Vertical House structure and the STAR program support both individual and collaborative student development. Students remain in the same House and STAR (Student Teams of Action and Reflection) group for the duration of their time at the school. The House coordinator and STAR teacher remain constant where possible. This promotes greater familiarity, understanding and positive interactions amongst students, teachers and parents. The multi-age STAR program includes activities such as goal setting, resilience building, team development and peer support.

Significant improvement in student absences was reported in 2015. Proactive management plans for the small number of disengaged students were implemented in consultation with external providers to engage students and support them to return to their studies. House Coordinators monitor and review student absences on a daily basis, with frequent contact with parents to ensure that absences are legitimate and minimised.

Throughout 2016, Student Engagement will be further supported through:

- Improved access to and options for co-curricular involvement in a range of activities
- Publicising and celebrating all student success
- Use of Netbox Blue technologies to monitor internet use
- Implementation of strategies to increase parent participation rates at school events
- Yr 7 Transition program
- Continued education in Cyber Safety
- Peer Support program.

Productivity

In 2015 through consultation with staff, the school underwent significant structural workforce reform. The new workforce organisational structure was developed and implemented in 2015 with a view to strengthening role clarity, goal congruence and autonomy amongst staff, particularly staff in positions of leadership and responsibility. A new Executive Principal was appointed to Ashwood High School in Term 2, 2015. There are two Assistant Principals each with an increased teaching allotment, one AP is responsible for Curriculum, School Operations and Learning, the other is responsible for Student Wellbeing. The School has three Leading Teachers; the whole school focus areas include a Head of Curriculum; Pedagogy, Partnerships and Professional Learning Leader and Student Engagement, Wellbeing and Transitions Leader.

The Year End Financial position shows a significant reduction in the operating deficit, enabled through careful cost control, improving staff efficiency, effective resource allocation and reduced maintenance costs. Continued diligence and control of costs has ensured that the funds available position is similar to year end 2014. Most items of expenditure were below that of the previous year with a significant reduction in the Property and Equipment Services costs due to the reduced maintenance associated with new buildings.

There is a broad range of positions of responsibility taken up by teaching and non-teaching staff across the school to drive and support student achievement, engagement (transitions / pathways), wellbeing and school productivity. The Student Engagement, Wellbeing and Transitions Leader is responsible for leading and supporting a team of House Coordinators and the Senior School Coordinator in managing student wellbeing, discipline and the academic progress of students with an increased focus on learning goals and personalised learning.

Despite excellent student achievement data and parent and student levels of satisfaction, increasing student enrolment continues to be a focus. The appointment of an Executive Principal in Term 2 of 2015 has seen the first enrolment increase for a number of years. The development of a comprehensive and detailed strategy *'The Path Forward – New Direction at Ashwood'* has incorporated a new organisational structure which will increase organisational and individual accountabilities, improve student outcomes and deliver a marketing and promotions strategy.

'The Path Forward – New Direction at Ashwood' included an increased emphasis on boosting productivity through leveraging resourcing via collaborative partnerships. This has resulted in an increased visible and vibrant presence in local primary schools. In addition, at the conclusion of 2015, the school worked with Deakin University to establish the *'Ashwood Alliance'*. The *'Ashwood Alliance'* is a systems based approach to school improvement and increased productivity through pre-service teacher engagement in schools across all sectors – kindergarten, primary and high school. Ten primary schools and one kindergarten have met with Ashwood High School and Deakin University to develop local initiatives that will drive school student learning outcomes through increased teaching efficacy.

Tender has been awarded to commence construction of a new Senior School Centre. This \$5 million project encompasses a newly built flexible learning centre, refurbishment of the existing Performing Arts Centre (PAC) Hall and some essential maintenance items in the existing Arts – Design-Technology Centre.

Strong commercial arrangements are in place with many different hirers. The largest of these users is FUTSAL with whom the school enjoys a very positive relationship. Other key hirers are the Chinese language schools (three), Hartwell players and AOC Wrestling; representing a broad spectrum of local community.

For more detailed information regarding our school please visit our website at
<http://www.ashwood.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 294 students were enrolled at this school in 2015, 155 female and 139 male. There were 6% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

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

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






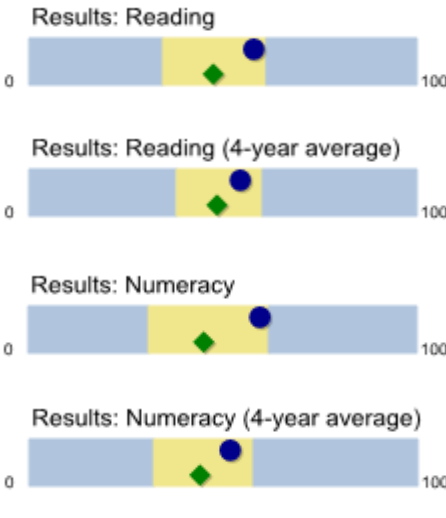
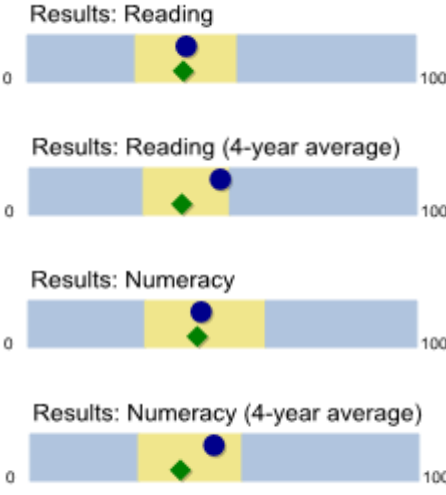




Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary





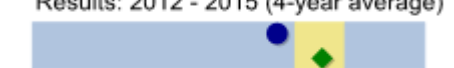



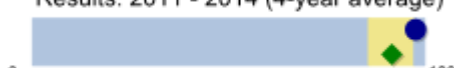


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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>33%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>73%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	35%	35%	Numeracy	33%	50%	17%	Writing	24%	33%	42%	Spelling	18%	58%	24%	Grammar and Punctuation	12%	73%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Higher</p> <p> Higher</p>																								




Students in 2015 who satisfactorily completed their VCE: **95%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **34%**
 VET units of competence satisfactorily completed in 2015: **78%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **90%**









Performance Summary

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

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="574 817 1029 913"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

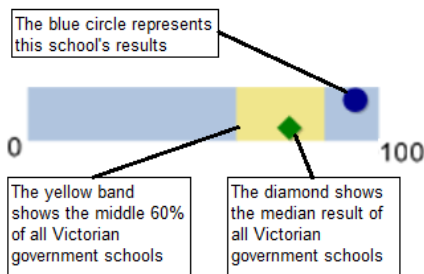
What are student outcomes?

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

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

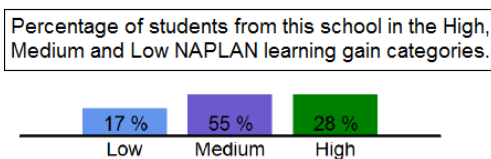
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

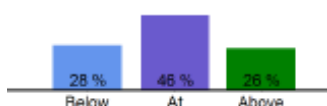


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

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

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

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



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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,991,902	High Yield Investment Account	\$620,650
Government Provided DE&T Grants	\$592,951	Official Account	\$28,460
Government Grants Commonwealth	\$3,866	Other Accounts	\$547,250
Government Grants State	\$12,130	Total Funds Available	\$1,196,359
Revenue Other	\$99,311		
Locally Raised Funds	\$497,918		
Total Operating Revenue	\$4,198,078		
Expenditure		Financial Commitments	
Student Resource Package	\$3,491,419	Operating Reserve	\$171,665
Books & Publications	\$829	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$18,616	Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Consumables	\$87,969	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Miscellaneous Expense	\$614,767	Revenue Received in Advance	\$49,225
Professional Development	\$14,773	School Based Programs	\$200,000
Property and Equipment Services	\$190,275	Repayable to DET	\$509,223
Salaries & Allowances	\$82,989	Other recurrent expenditure	\$50,000
Trading & Fundraising	\$6,145	Asset/Equipment Replacement >12 Months	\$20,000
Travel & Subsistence	\$17,316	Capital – Buildings/Grounds incl SMS >12 months	\$75,000
Utilities	\$45,536	Maintenance – Buildings/Grounds inc	\$50,000
Total Operating Expenditure	\$4,570,634	Total Financial Commitments	\$1,195,113
Net Operating Surplus/-Deficit	(\$372,556)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The revenue received in 2015 was less than that of 2014 due to decreased enrolments and the fact that there was a Capital Grant in 2014 (associated with Stage 1 of Building program). Locally raised revenue increased due to the implementation of long term contracts with key hirers (Futsal and language schools). Significant reduction in Property and Equipment Services (approximately \$100k) was due to less of a requirement for maintenance, because of our new facilities. Continued cost control ensured that there were no increases in expenditure. Decreased expenditure in Consumables and Miscellaneous items was in line with reduced enrolments.

The completion of the Stage 2 Building Program may require some capital funds, as indicated in the Financial Commitment Summary. The exact nature of these requirements is not known at this stage. At the completion of the Building Program the school will receive a Capital Works Grant for furniture and equipment. It is anticipated that the financial position for 2016 will continue to improve as the student base increases and the focus of effective staff and resource utilisation continues.