

2019 Annual Report to The School Community



School Name: Beaumaris Secondary College (7566)



- 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 28 October 2020 at 10:22 AM by Debby Chaves (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 30 October 2020 at 10:21 AM by Steve Pearce (School Council President)

About Our School

School context

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 535 students across Year 7,8 and 9. We anticipate consistent growth as we add a group of Year 7 students each year. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.

Beaumaris Secondary College's vision is to inspire our students to become responsible global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all their endeavours.

We ensure that the learning is meaningful. We deliver a comprehensive, broadly based and culturally inclusive curricula in line with the Victorian Department of Education. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using Microsoft 21st Century Learning Design architecture. This model teaches students to work in new and challenging contexts through 'learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skilful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks.

Beaumaris Secondary College supports students to make healthy choices and have opportunities throughout the curriculum programme and co-curricular activities. Participation and understanding the importance of a healthy and active lifestyle. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and

knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 2 Assistant Principals, 27 full time teachers, and 9 Education Support (ES) staff, including office administration staff, wellbeing, specialist area support and classroom support staff.

Framework for Improving Student Outcomes (FISO)

Professional Leadership

All teachers have been part of the development of every aspect of the college values, mission and teaching and learning vision. The establishment of a visible presence of the College values and mission throughout the school helps to embed the expectations of the community of learners. Our draft instructional model and all members of leadership visible teaching across learning areas fosters a strong culture of learning and improvement.

The school community has been central to forming the vision, values, culture and priorities for driving the school opening. This school is the result of a very committed and engaged school community.

The leadership team is part of PLTs and professional learning sessions. There is a clear interconnectedness between the leadership team towards improving whole-school curriculum planning and practice between the AIP and FISO initiatives. This is also evident through the strategic work of PLT teams, and through the draft instructional model.

A clear goal has been set for all staff to work collaboratively to curate and refine curriculum. The College continues to build a strong learning culture of transparency and feedback to drive improvement.

The importance of a shared and distributive model of leadership is to ensure succession planning and improving leadership capacity. PLTs provide all team members with the collective responsibility of curating curriculum, determining resource needs and leading PLT planning sessions. This is with the intent of increasing the leadership capacity of the each team, with the prospect of succession plans within the school. This has provided all teachers and leaders with an opportunity to engage in readings and discuss effective leadership.

In 2019, the College has 2 learning specialists, Literacy and Numeracy experts, providing an opportunity for staff to improve their professional development, as well as drive an overall culture of curriculum development, teacher efficacy and self-reflection. This provides staff with constant opportunities for personal and professional growth as well as developing leadership capabilities and building a culture that is focused on improvement.

+The leadership team leads professional learning

The leadership team's ability to lead school improvement is at an embedding level, and is improving. Leaders have engaged in various Communities of Practice, such as the University of Melbourne Network of Schools. We have set up a number of informal connections with new schools such as Prahan High School and Preston High School along with more established and innovative schools such as Templestowe College.

The Principal team are also active participants in various DET networks and collaborate effectively with other local schools, including feeder primary schools. We have a very strong connection with our local primary schools which has led to developing programs to improve transitions.

Induction of new staff has been provided with at least 3 structured sessions offered; in 2019, all new staff were invited to provide feedback on the induction process, and this feedback is being actioned for the future.

Leaders provide time and resources for teachers to curate curriculum. There is a responsive professional learning schedule at the College, which is predominately made up of PLT time along with professional learning priorities identified through PDPs. The College leadership team, including the Principal, are active participants in professional learning, and the leadership team participates in PLTs. The College has a formal program of PLTs for learning areas. They are informed by current research and continually challenge each other to improve practice, such as the

development of a curriculum, rubrics and focus of learning development.

We have one Leading Teachers who provides coaching and mentoring to all staff. Leadership traits of the leadership team are regularly reviewed and reflected upon, and leadership development goals are set in alignment with AITSL standards, as evidenced in the PDPs.

The College has a broad and distributive leadership structure which builds on shared responsibility. Teachers are actively encouraged to pursue leadership opportunities and pathways, and are provided with formal and informal feedback having the principal as the PDP reviewer.

Our Year 9 and 10 curriculum is organised into CORE learning areas and Specialisms. Each course is aligned to the F-10 Victorian Curriculum which is structured as a continuum across levels of learning. This approach allows students to choose their specialisms, giving them greater ownership and commitment to their education. Students are encouraged through course counselling to select courses that will give them a breadth of experience and allow them to identify their academic strengths and interests.

Specialisms handbook

We will offer a flexible senior school program underpinned by our vision for teaching and learning. This will cover a breadth of VCE offerings enabling the discovery and pursuit of individual passions and supports all students to flourish both personally and academically.

We developed our Strategic Plan from 2020 to 2024 at the end of 2019. It was a wonderful opportunity to review our progress thus far and develop goals that provided an updated FISO focus for 2020.

Achievement

At Beaumaris our goal is to continue to develop a deep learning pedagogy with rigour and challenge that allows for a strong educational experience and growth for each student. Our teachers work collaboratively to curate curriculum the using Understanding By Design framework and by enacting our vision for teaching and learning (We learn purposefully by cultivating curiosity, being reflective and making real world connections). PLTs have worked towards differentiating tasks for all learner by incorporation modified and deep learning tasks that target students learning at the point of need. Learning Intentions and success criteria are made visible to students and allows them to see the purpose of each lesson. In addition, an inquiry based approach to learning has resulted in higher levels of student engagement. Staff worked collaboratively to create a PBL vision. 'Project Based Learning provides students with opportunities to discover passions and make connections through the process of meaningful inquiry' and this vision along with a focus on 21C learning skills drive curriculum development.

StudentsTeacher judgement data in English and Maths indicate that students are performing above the age expected standard when compared to the median of all government schools. The creation and implementation of our instructional model provided teachers with an evidence informed framework for best practice. In 2019 we introduced our EAGLE (Educational Assistance Group Learning Enhancement) literacy intervention program which is based on the MSL approach to support students with dyslexia and low literacy levels. The program has helped students to develop their learning confidence and we starting to see growth which is evident in their PAT Reading results. To improve student achievement, our focus is to allow students to have an input into what deeper learning looks like at the school. A student centred curriculum critique program was established based on the DET Amplify handbook. Students reviewed, critiqued and provided direct feedback to teachers outlining the successes and areas for development within units of work.

Naplan and PAT data are used to measure student growth and progress. Although this data is shared with staff, our future goal is to continue to build on staff understanding of data and how it can be used at a school, cohort and individual level to improve student outcomes.

Engagement

The Beaumaris Secondary College student leadership structure includes College Captains, Vice Captains, Learning Team Leaders, CORE Learning Area Leaders, GOAL/ House Captains, Student Wellbeing Action Group, ICT Champions and Crime Prevention Leaders and currently totals 84 formal positions.

A broad range of lunchtime clubs and activities are student driven. These include Robotics, Book Club, Computing Club, Dance and Drama, Media, Art, African Drumming, Yoga, Wildlife Warriors, Lab Rats, African Drumming, Vocal Group, Chess Club and a number of musical ensembles.

The level of attendance and participation in whole school and Year level events continues to be very high including swimming and athletics carnivals, year level camps and the INNOVATE Expo, complemented by healthy competition through a House structure. GOAL Mentors are the key conduit in the engagement, academics and wellbeing of all students with the addition of four House Leaders who monitor and support attendance protocols, student IEPs and embedding of a School Wide Positive Behaviour framework.

Additional enrichment opportunities are embraced with over 10% of our students participating in the Great Victorian Bike ride and optional ski camps being over-subscribed.

Wellbeing

The wellbeing of our students is central to the culture of our college. We have ensured that the focus on wellbeing continues for our school community. We would like to share the following successes:

- SWPB: School Wide Positive Expectations have been developed in consultation with staff students and parents, using the School Wide Positive Behaviours Framework. The expectations were modified for students during Remote & Flexible Learning.
- GOAL Group professional Learning Teams: More time has been allocated in our professional learning Term calendar for GOAL Mentors to collaborate with creating a more engaging and informative GOAL /Wellbeing sessions for all students.
- Head of House Leaders: Head of House Leaders were appointed in Term 3 2020 and to work with Head of Wellbeing and AP's to focus on supporting GOAL Mentors with student wellbeing, attendance and engagement.
- Mental Health Practitioner was employed 0.2 EFT to support Wellbeing Program.
- Professional Learning for Staff: 3 Key Professional Learning Sessions were held and presented by Rachel Felmingham (MHP), Dilek Yucel (Head of Wellbeing) and Colette Davis (Mental Health Coordinator from region):
 - o Mental Health First Aide (Term 3)- to increase staff's awareness of Mental Health Issues in Students
 - o Accidental Counsellor (Term 3) – to give staff the tools to guide students in need of wellbeing support
 - o Managing Difficult Conversations (Term 4) – equipping staff to tackle the difficult conversation that are often required with students, parents and colleagues.
- Breakfast Club: In Term 4, 'grab & run' food will be made available on 2 mornings a week, for any students that require breakfast. BSC has been given funding by DET and Food Bank Australia to provide food for students in need over the next 3 years. Some lunch items may be available also.

Future Projections:

- GOAL /Wellbeing program: Review and updating of GOAL Group curriculum in conjunction with Head of House Leaders and GOAL Mentors, to incorporate some of the following:
 - o Mindfulness practice
 - o Gratitude practice
 - o Building empathy
 - o More of the Respectful Relationships curriculum to be include.
 - o Year 10, 11 and 12 GOAL group curriculum to be finalised by end of 2021
- Wellbeing Team: The Wellbeing Team will grow in number and capacity to include:
 - o 0.8 Psychologist
 - o 0.4 Mental Health Practitioner
 - o 2 Teacher counsellors
- Group programs: With the increase in staff within the Wellbeing Team there will be a great opportunity to facilitate small group programs in various year levels to build resilience and improve social skills, as the need arises.

There is definitely a need for this type of group intervention for Year 7 students in need of that extra support.

- eSmart: Accreditation as an eSmart school with The eSmart school Framework to improve cyber safety and reduce cyber bullying.

Financial performance and position

The College has a robust financial staffing and budget planning system in place. Our school's Strategic Plan has provided a framework for school council allocates of funds to support school programs and priorities. The College finances are also reviewed by the Finance Sub Committee and College council ensuring that income and expenditure is meeting budget expectations. The surplus occurred through the generous community grants and donations to camps, excursions and targeted teaching areas in 2019. Our surplus will be used to ensure students have the equipment and furniture throughout the entire Learning Hub that facilitates the learning experiences we are aiming to achieve. The college received a small amount of equity and catch up funding which contribute towards our Eagle Program. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools.

For more detailed information regarding our school please visit our website at
<https://beaumarissc.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 356 students were enrolled at this school in 2019, 142 female and 214 male.

5 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.2	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.9	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.1	78.4	63.3	90.2	Similar
Mathematics	91.1	67.9	47.2	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	78.1	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	77.4	53.9	40.0	67.6	-
Year 9	Reading (latest year)					
Year 9	Numeracy (latest year)					

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	72.2	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	75.2	53.0	40.7	67.1	-
Year 9	Reading (4 year average)					
Year 9	Numeracy (4 year average)					

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	26.6	52.1	21.3
Year 5 to 7	Numeracy	21.0	57.5	21.6
Year 5 to 7	Writing	26.0	48.0	26.0
Year 5 to 7	Spelling	17.9	53.8	28.3
Year 5 to 7	Grammar and Punctuation	21.4	52.0	26.6
Year 7 to 9	Reading			
Year 7 to 9	Numeracy			
Year 7 to 9	Writing			
Year 7 to 9	Spelling			
Year 7 to 9	Grammar and Punctuation			

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)					
Mean Study Score (4 year average)					

Students in 2019 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A percent.**

VET units of competence satisfactorily completed in 2019: **N/A percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.1	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	16.4	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	90				

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)					
Retention (4 year average)					

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)					
Student Exits (4 year average)					

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	63.6	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	70.9	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	62.8	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	68.5	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,444,692
Government Provided DET Grants	\$622,159
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$129,784
Locally Raised Funds	\$1,237,586
Capital Grants	\$0
Total Operating Revenue	\$5,434,222

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Transition Funding	\$0
Equity (Catch Up)	\$12,034
Equity (Social Disadvantage – Extraordinary Growth)	\$4,098
Equity Total	\$21,132

Expenditure	Actual
Student Resource Package ²	\$3,283,839
Adjustments	\$0
Books & Publications	\$7,754
Communication Costs	\$12,595
Consumables	\$249,193
Miscellaneous Expense ³	\$605,467
Professional Development	\$60,554
Property and Equipment Services	\$323,505
Salaries & Allowances ⁴	\$126,862
Trading & Fundraising	\$10,601
Travel & Subsistence	\$127
Utilities	\$136,708
Total Operating Expenditure	\$4,817,204
Net Operating Surplus/-Deficit	\$617,018
Asset Acquisitions	\$66,012

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$602,344
Official Account	\$75,591
Other Accounts	\$31,769
Total Funds Available	\$709,704

Financial Commitments	Actual
Operating Reserve	\$246,692
Other Recurrent Expenditure	\$23,912
Provision Accounts	\$0
Funds Received in Advance	\$371,394
School Based Programs	\$10,236
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$304,162
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$956,396

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').