

2017 Annual Report to the School Community



School Name: Corryong College

School Number: 8843

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Currently situated on two sites, Corryong College is a P-12 College of 324 students located in the far north-east of Victoria. The College provides a comprehensive program for students from Years P-12, taught by an experienced and professional staff. The College has 36.5 equivalent full-time teaching staff (2 Principal Class, 3 Leading Teachers, 31.5 teachers) and 10.13 equivalent full time Education Support Staff. The teaching staff is a balance of graduate, accomplished and experienced primary and secondary teachers who together embrace the challenges of delivering a rigorous educational program that meets the needs of our school community. School recruitment for all areas of the teaching program pose a challenge for the college. The challenge has driven the college to continue to push networking between universities, TAFES and other schools.

Our data is informed and comprehensive. We have identified a number of key strategies for improving teacher effectiveness and student outcomes with high priority in improving literacy standards across all learning areas (number literacy included), to continue our strong performance at VCE, to improve student wellbeing, connectedness, and engagement and to develop in students the skills and attitudes necessary for smooth transition into and through the various stages of schooling. This requires the effective allocation of resources (people, time and funding) to continually support the improvement of staff capacity to improve student outcomes.

Framework for Improving Student Outcomes (FISO)

During 2017 Corryong College focussed on Building Practice Excellence and Evaluating Impact on Learning. The school survey shows improvement in school staff and parent satisfaction, however a small decline in student attitude. Whilst this remains above state scores, the college has put in place plans to continue to maintain and increase school pride.

Building Practice Excellence - Classroom teaching techniques, now known as HITS, remained a focus through the 2017 Professional Learning Communities to build confidence in all staff in the process of reviewing, implementing and deepening effective classroom practices. We will maintain (and attempt to increase) the positive response to “professional learning” and “focus on learning” in the staff opinion survey through focussing on collaborative and collective responsibility to develop effective and consistent teaching practices that enable improved student outcomes. The 2017 staff survey data proved we are moving strongly in this area, however some staff members remain in the neutral proximity.

Evaluating Impact on Learning - Student outcomes data provided a starting point for deepening teaching and learning practices within the professional learning teams (Sub School groups; P-4, 5-8, 9-12) to evaluate the impact of teaching techniques on student achievement and wellbeing. Data literacy for all staff to effectively engage in data-informed teaching has been the key. Continued efforts to create whole school ownership and accountability will remain a focus and will be measured through consistent or increased positivity in the Staff Opinion Survey. Data analysis will be used as a guide by PLTs to develop action plans. Staff have a surface level of understanding, as they grasp the concepts of ‘putting faces on the data’ and therefore this will continue into the 2018.

In 2018 we will support continual school improvement through:

1. **Building Practice Excellence – Evaluating Impact on Learning** through revised sub schools that will be a combination of P-6, 7-12 and P-12. HITS teaching techniques will continued to be developed and inductions will take place for new staff. An instructional model is to be reviewed. With writing as the literacy priority for the year, a whole school writing plan will be developed, as well as Write 2 Read teaching practice developed consistently through the primary area.
 - Positive Climate – In increasing our effectiveness as a Child Safe School and responding to student attitude to school survey, increase in lower socio economic demographic and student incident reporting, the following will be developed:
 - Respectful Relationships - whole school approach to social/emotional development around safe and respectful relationships.
 - Review and redevelop the college’s vision & values in line with the development of School Wide Positive Behaviour Strategy
 - Mental Health First Aid Training for students/staff/parents
 - Reviewed and redeveloped form groups that incorporates the notions of mentors and further incorporation of

student voice and agency

- Review of Student Leader and introduction of 'teacher the teacher'.

Achievement

Primary Year Levels:

Earlier data, (2016) evidenced alignment between teacher assessment (Victorian Curriculum) and NAPLAN results at Year 3 and Year 5 were an area for improvement. There has been improvement and implementation throughout 2017 in consistent assessment process and practice.

At Year 3 students performed at a similar standard to other Victorian government schools in NAPLAN Reading, however lower in Numeracy. This evidences a swing in opposing direction from last years cohort results.

In general, the 4-year average for Year 3 Reading and Numeracy is similar to the other Victorian government schools.

Relative Growth from Year 3 to Year 5;

- Reading : 73% of students showed medium to high growth,
- Numeracy: 55% of students showed medium to high growth,
- Writing: 41% of students showed medium growth,
- Spelling: 59% of students showed medium or high growth,
- Grammar & punctuation: 68% of students showed medium growth.

These results are lower than the 2016 cohort, whilst similar to the other Victorian Schools.

Secondary Year Levels:

Earlier data evidenced alignment between teacher assessment (Victorian Curriculum) and NAPLAN results at Year 7 and Year 9 were an area for improvement. There has been improvement and implementation throughout 2017 in consistent assessment process and practice.

At Year 9 our students performed at a significantly higher standard in NAPLAN Reading and a higher standard 4-year average Reading median in comparison to other Victorian government schools. In NAPLAN Numeracy, Year 9 performed at a similar standard.

Relative Growth from Year 5 to Year 7;

- Reading : 71% of students showed medium to high growth,
- Numeracy: 80% of students showed medium to high growth,
- Writing: 56% of students showed medium growth,
- Spelling: 76% of students showed medium or high growth,
- Grammar & punctuation: 76% of students showed medium growth.

Relative Growth from Year 7 to Year 9;

- Reading : 77% of students showed medium to high growth,
- Numeracy: 94% of students showed medium to high growth,
- Writing: 75% of students showed medium growth, L
- Spelling: 78% of students showed medium or high growth,
- Grammar & punctuation: 84% of students showed medium growth

These results vary from the 2016 cohort. Year 5 to Year 7 in Reading, Writing, Spelling, Grammar & Punctuation scored lower, however higher in Numeracy against the 2016 cohort. Year 7 to Year 9 scored higher in all areas, excluding a 13% decrease in Writing, from the 2016 cohort.

VCE:

The mean study score at VCE for all subjects taken at this level, indicate that our students performed at a similar standard to other Victorian government schools.

In 2018 we will support continuous school improvement through:

1. Professional Learning Teams; F-6, 7-12 and combined F-12. Each team will increase skills in the collaborative collection and analysis of data sets (On Demand, NAPLAN, pre & post-testing, Victorian curriculum/teacher judgement, etc) of individual students, class and cohort. Analysis will gauge where teaching focus is needed and continual data analysis will allow constant re-evaluation of teaching and assessment practice. Putting faces on the data is a focus.
2. Continued practice of HITS (High Impact Teaching Strategies) that will include the continuation and reinforcement of a strong learning & teacher culture of high expectations and explicit teaching as well as self and peer observation, challenge partners and learning walks.
3. Provide time and the opportunity for staff, in professional learning teams, to moderate student work against the Victorian Curriculum progression points.
4. Use of self and peer classroom observation, monitoring and mentoring, encouraging further teacher feedback on best teaching practice. This includes moderating student work and increasing teacher effectiveness in the areas of Literacy and Numeracy across all teaching areas.
5. Commence the building of the new P-4 building to create stronger teacher and student collaboration between all cohort levels and areas of the school.
6. Develop a strong Positive Climate to increase respectful relationships, mental health first aid training, school wide positive behaviour strategy and review form group programs and structure. The college's vision and values will also be reviewed throughout the whole school community. The wellbeing support systems will also be reviewed as way of supporting student engagement within the learning environment.

Engagement

Primary Year Levels:

In terms of student attendance, students at P-6 are lower to other Victorian government schools and similar over the 4-year average.

Secondary Year Levels:

Student attendance of all students in Years 7-12 is similar to other Victorian government schools and similar over the 4-year average.

Student Retention (Percentage of students at Year 7 who remain at school through to Year 10 is similar to other Victorian Government Schools.

Also, the percentage of students from Years 10 to 12 going on to further studies or full-time employment is higher than other Victorian government schools.

In 2018 we will support continuous school improvement through:

1. The continuation of professional development on how students learn and setting high expectations from the Classroom Teaching technique, as well as Teacher observation & feedback professional learning communities.
2. The continuation of the 1 to 1 laptop program across year 5 to 8 and VCE.
3. The continuation of documentation of our entire curriculum on the learning management system including weekly programs, assessment tasks, assignments, worksheets, pre and post-tests.
4. The further development of the HITS (High Impact Teaching Strategies) e.g. visual and verbal reinforcement of each session's learning intention, success criteria and the opportunity to reflect on the learning from each lesson.
5. The development of professional learning teams; F-6, 7-12 and combined F-12, to analyse individual student, class and cohort data to evaluate teaching & learning practice. This will include the development of ILP and differentiated learning activities to cater for the breadth of ability in our classes.
6. Review of Positive Climate and development of programs; Respectful Relationships, School Wide Positive Behaviour Strategy, Mental Health First Aid Training, maintain level of Engagement programs for students at risk.

Wellbeing

Year 4-12:

2017 introduced the Student Attitude to School Survey to Year 4. Our Year 4's found it challenging to understand concept within questions. Further work will need to be an area of focus.

Students Attitudes to School survey indicates that in terms of being connected to their school, as well as management of bullying (measured as a positive percentage), students at Years 4 to 12 are performing at a lower level when compared to other Victorian government schools. Therefore need to address student connectedness is in the 2018 plan, as well as Positive Climate whilst, against other Victorian Schools for Management of Bullying, we are scoring well.

In 2018 we will support continuous school improvement through:

1. Further developing our school based wellbeing program to address student needs throughout the year through developing initiatives under the Positive Climate FISO area. Develop a strong Positive Climate to increase respectful relationships, mental health first aid training, school wide positive behaviour strategy and review form group programs and structure. The college's vision and values will also be reviewed throughout the whole school community. The wellbeing support systems will also be reviewed as way of supporting student engagement within the learning environment.
2. Continuing to run various programs in the school such as the KidsMatter, 'Bringing up Great Kids', Positive Parenting at the junior campus.
3. Continue partnerships with outside external support services and other agencies, where available, to assist students with additional needs.
4. Continue with developing opportunities for students to show and build their leadership skills, as well as introduce 'teach the teacher'.
5. Educating students on cyber safety and positive relationships.

These approaches will be consolidated and aligned within the context of our Engagement and Wellbeing Policy, and reviewed against the FISO Positive Climate continua.




For more detailed information regarding our school please visit our website at
[enter web address here]

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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

School Profile

Enrolment Profile

A total of 324 students were enrolled at this school in 2017, 170 female and 154 male.

< 10 percent were EAL (English as an Additional Language) students and 2 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).



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).

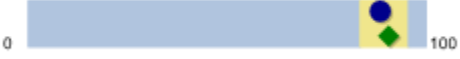
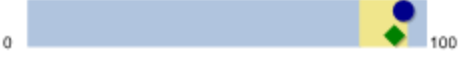


Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



(Primary Year Levels)




Performance Summary











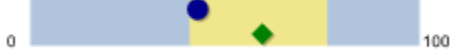





Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>

(Primary Year Levels)




Performance Summary





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

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<div><p>Reading</p><table><tr><td>27 %</td><td>64 %</td><td>9 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>45 %</td><td>45 %</td><td>10 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>59 %</td><td>32 %</td><td>9 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>41 %</td><td>45 %</td><td>14 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>32 %</td><td>41 %</td><td>27 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	27 %	64 %	9 %	Low	Medium	High	45 %	45 %	10 %	Low	Medium	High	59 %	32 %	9 %	Low	Medium	High	41 %	45 %	14 %	Low	Medium	High	32 %	41 %	27 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
27 %	64 %	9 %																														
Low	Medium	High																														
45 %	45 %	10 %																														
Low	Medium	High																														
59 %	32 %	9 %																														
Low	Medium	High																														
41 %	45 %	14 %																														
Low	Medium	High																														
32 %	41 %	27 %																														
Low	Medium	High																														

(PPrimary Year Levels)




Performance Summary





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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>90 %</td><td>91 %</td><td>91 %</td><td>92 %</td><td>90 %</td><td>92 %</td><td>91 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	91 %	92 %	90 %	92 %	91 %	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	91 %	92 %	90 %	92 %	91 %										

(Primary Year Levels)




Performance Summary





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

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

(Secondary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)




Performance Summary



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

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

(Secondary Year Levels)




Performance Summary













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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>29 % 46 % 25 % Low Medium High</p> <p>Numeracy</p> <p>21 % 59 % 21 % Low Medium High</p> <p>Writing</p> <p>24 % 62 % 14 % Low Medium High</p> <p>Spelling</p> <p>24 % 52 % 24 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>24 % 52 % 24 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>3 % 72 % 25 % Low Medium High</p> <p>Numeracy</p> <p>6 % 63 % 31 % Low Medium High</p> <p>Writing</p> <p>25 % 44 % 31 % Low Medium High</p> <p>Spelling</p> <p>22 % 53 % 25 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>16 % 50 % 34 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>0 50</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>0 50</p>	<p> Similar</p> <p> Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 65%</p> <p>VET units of competence satisfactorily completed in 2017: 84%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 92%</p>		

(Secondary Year Levels)




Performance Summary





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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</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>90 %</td><td>89 %</td><td>88 %</td><td>89 %</td><td>88 %</td><td>94 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	88 %	89 %	88 %	94 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	88 %	89 %	88 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p>  <p>Results: 2014 - 2017 (4-year average)</p> 	<p> Similar</p> <p> Higher</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: 2017</p>  <p>Results: 2014 - 2017 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												

(Secondary Year Levels)

Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

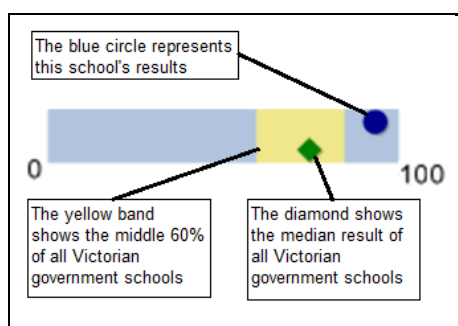
Engagement

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

Wellbeing

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

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

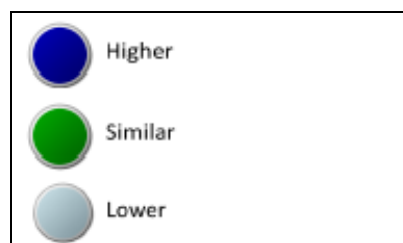


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

For 2017 the College operated at a surplus of \$445,928 which is higher to the previous financial year. This is due to the financial commitments that the college will incur over the 2018 period being, as well as the steady maintenance of student enrolment and careful workforce planning. This included the extra cost of training staff as succession planning for known future retirees, staff stepping down from positions of responsibility and the restructure of the principal class and leadership team. Significant funds were allocated through the Priority requests and Capital Purchases programs to update equipment and beautify the school grounds including; Music program, power supply for science, commercial fridge, 15 helmets, 4 mountain bikes, stools for science, B block toilet upgrade, B block painting.

The College will continue to prioritise spending where the Finance committee will carefully scrutinise all areas of spending in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,932,565	High Yield Investment Account	\$314,972
Government Provided DET Grants	\$651,670	Official Account	\$21,006
Government Grants Commonwealth	\$2,300	Other Accounts	\$128,447
Revenue Other	\$48,134	Total Funds Available	\$464,425
Locally Raised Funds	\$359,306		
Total Operating Revenue	\$4,993,975		
Equity ¹			
Equity (Social Disadvantage)	\$113,199		
Equity (Catch Up)	\$22,672		
Equity Total	\$135,871		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,730,247	Operating Reserve	\$117,695
Books & Publications	\$15,199	Asset/Equipment Replacement < 12 months	\$50,316
Communication Costs	\$16,850	Maintenance - Buildings/Grounds incl SMS<12 months	\$9,044
Consumables	\$128,442	Revenue Receipted in Advance	\$30,261
Miscellaneous Expense ³	\$148,233	School Based Programs	\$68,782
Professional Development	\$27,440	School/Network/Cluster Coordination	\$1,000
Property and Equipment Services	\$238,875	Provision Accounts	\$179,327
Salaries & Allowances ⁴	\$66,526	Other recurrent expenditure	\$2,000
Trading & Fundraising	\$89,740	Asset/Equipment Replacement > 12 months	\$6,000
Travel & Subsistence	\$3,948	Total Financial Commitments	\$464,425
Utilities	\$82,546		
Total Operating Expenditure	\$4,548,046		
Net Operating Surplus/-Deficit	\$445,928		
Asset Acquisitions	\$15,636		

- (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 05 March 2018 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.