

2016 Annual Report to the School Community



School Name: Edenhope College

School Number: 5432



Name of School Principal:

Jon Neall

Name of School Council President:

Shane Adams

Date of Endorsement:

28 April 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Edenhope College had 192 students in 2016. This was a slight decrease in enrolment from the previous year, 2015 (195). The vision of the College is; 'Edenhope College will value the environmental, social, cultural and economic attributes of the local and regional context and include these to provide the best possible educational facility for its young people. Edenhope College aims to be 'The Best in the West'. The values that the College embraces are care and compassion, respect and cooperation, honesty and integrity, persistence and application, responsibility, and inclusion and fairness. During 2016, the motto of the College was 'Imagine. Believe. Achieve.'

Edenhope College is in the West Wimmera Shire, approximately 30km from the border with South Australia. Edenhope is a rural centre with a slowly declining population. The nearest primary schools are the Catholic St. Malachy's school in Edenhope, and the government primary school in Apsley. The nearest secondary college is Goroke P-12, approximately 50km from Edenhope. Based on the College's Student Family Occupation and Education Index, which takes into account parents' occupations and education, Edenhope College is assessed as having a low Overall Socio-Economic Profile.

This year saw the first full year of implementation of both a new Instructional Model and a new Student Engagement policy. The Instructional Model, with its close links to the Powerful Learning and Visible Learning frameworks aims to focus learning through the perspective of the student. Curriculum provision throughout the year adhered to mandated AusVELS curriculum framework and standards, with part introduction of the Victorian Curriculum.

The College Curriculum includes: a focus on Early Years Literacy and Numeracy; Languages – German; Years 9 and 10 elective program for The Arts and Design, Creativity and Technology domains; Senior pathways such as the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL); Vocational Education and Training in Schools (VETiS) programs at the Edenhope and Wimmera Trade Training Centers, and access to further vocational programs such as School Based Apprenticeships, Structured Workplace Learning, and Technology (Food, Textile, Automotive, Metal and Wood), Visual Arts (Multi-media, Photography, Ceramics/Sculpture, and Painting), Performing Arts (Drama and Instrumental Music) and Agricultural Studies (utilizing the College farm). Extra curriculum programs include Advance (Year 9) and The Duke of Edinburgh's Award program, and a strong sports program with opportunities for students to compete at a variety of levels. The College accesses support professionals from DET Western District Area, including a School Nurse, Primary Wellbeing Officer, Speech Pathologist, Social Worker and Visiting Teacher (Hearing).

While Parent Satisfaction with the College, as derived from the annual Parent Opinion Survey, is just below the range of results for the middle 60% of Victorian government schools, the School Staff Survey results are significantly lower than this range, suggesting that the School Climate at Edenhope College requires some improvement.

Framework for Improving Student Outcomes (FISO)

Edenhope College focused on a number of initiatives aimed at improving student outcome throughout 2016. To Build Practice Excellence, the College developed and implemented Theories of Action to support effective teaching practice and created Professional Learning Teams in order to effectively implement College planning and operations. While implementation of Theories of Action is still ongoing, the PLT process was largely successful with staff developing robust and targeting professional development goals. To implement Curriculum planning and assessment, a review of the curriculum was partially completed, with full documentation to occur in 2017 as the Victorian Curriculum is implemented across the state. To assist in Setting Expectations and Promoting Inclusion, an Instructional Model was developed and disseminated throughout the College community and a new Senior School Precinct was established. As 2016 was a review year, stakeholder input was invited in order to assist in the area of Building Communities.

In 2017, the priorities for improvement are in Building Practice Excellence and in improving Curriculum Planning and Assessment. Key improvement strategies for this year include consolidating and embedding a consistent collaborative approach to teaching, assessment and data analysis, developing a feedback culture through strengthened Peer Observation and increased student voice, and using the Understanding by Design (UbD) framework to design, implement and assess a curriculum linked to the point of need for each student (Victorian Curriculum).

Achievement

Teacher judgement of student achievement shows Edenhope College to be working slightly above the median of all Victorian government schools in the areas of English and Mathematics. This judgment is partly confirmed by very strong results from NAPLAN testing in Years 3 and 5 Reading, with a high percentage of students in the top three bands (90.9% and 75% respectively). Year 7 NAPLAN results for Numeracy and Reading are similar to state medians. However, Year 5 Numeracy is at the lower end of the acceptable range for Victorian schools, as are the Reading and Numeracy results for Year 9. Learning gain from Year 3 to 5 (across all areas of NAPLAN) is a major area of concern, however higher levels of growth in Writing (in Years 5 to 7) and Numeracy and Reading (from 7 to 9) are encouraging. The College has identified from the data a number of areas across all year levels of NAPLAN testing where improvement of results should be a priority. VCE results (mean study score of 27.89) are similar to slightly above the median of those in other Victorian



government schools (27.4), however relative to schools considered similar to Edenhope College (in terms of size, remoteness, and student disadvantage), our VCE results are considered below normal. However, students leaving Edenhope College between Years 10 and 12 continue to enter either full time employment, other training, or higher education, continuing a trend that has existed for many years. All students who attempted the VCE satisfactorily completed the certificate in 2016.

In 2017, in an effort to improve student outcomes, teaching and support staff will use student assessment data and other feedback to evaluate student progress and the impact of teacher directed strategies, and take a more collaborative approach to developing individual and class learning and assessment plans and materials. Staff will be provided with Professional Development in curriculum planning and documentation, and in using student results data to more accurately evaluate their impact as teachers on student learning. Students in senior years will continue to be provided with a dedicated study space, access to study skills tutorials, resources and a Study Skills Camp, and access to online tutorial support from external providers. A further focus for the year throughout the College will be on differentiating learning, and on responding to the needs of individual students where possible.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Absences from school indicate lack of engagement in learning, and even small amounts of absence can have a great effect on student outcomes. Attendance rates in the Primary area were slightly higher than in 2015. The average number of absence days per primary student was 17.1, very similar to the state median of 15. In the secondary area, attendance levels remained much the same as 2015 (22.4 days per year per student), slightly higher than the state median (19.6). Unfortunately, the percentage of students with 20 or more absence days is 34%, somewhat higher than the results for schools with similar characteristics (31%).

To address issues related to low engagement the College aims to improve teacher capacity to deliver engaging learning in the classroom, and to increase levels of student voice in the classroom and throughout the wider school. Students are being provided with more ways to provide feedback on teacher capacity to the teachers themselves, and a new Student Voice Leadership team, in partnership with the SRC, is developing a project aimed at collecting and acting upon information provided by the student body on engagement and participation issues.

Additionally, the College is participating, as part of the wider network of West Grampians Schools, in efforts to monitor and reduce the amount of unauthorized absences. Further strategies will include communicating and maintaining high expectations regarding attendance at school, developing clear and effective daily procedures including limited codes, maintaining first day contact and immediate follow up, regular and consistent review of rolls and cumulative data to identify patterns and students, and attendance meetings conducted with students and parents where necessary.

Wellbeing

Like Engagement, there are indications that some improvement is needed in the areas of students and staff wellbeing. The Connectedness to School factor (as part of the Student Attitudes to School survey) was lower both in the primary (3.19, compared to State Median of 4.39) and in the secondary areas (3.34, compared to median of 3.58). Student perceptions of safety are also lower than the state median. Connectedness refers to the extent to which students feel accepted, safe and supported by others in the school, and higher results usually correlate with higher resilience and better student achievement outcomes. Aforementioned strategies to improve attendance and engagement are aimed also to improve student connectedness, particularly those strategies related to improving teacher capacity to respond to individual student needs, and improvements in the provision of effective and authentic student voice. The College also supports a permanent Wellbeing Team, consisting of a Wellbeing Leading teacher, Primary Welfare Officer and Chaplain. Education Support Staff exist for students with a disability, and in 2017, it is planned to create a Special Needs Liaison staff member to coordinate and direct resources towards addressing individual student needs more effectively.

For more detailed information regarding our school please visit our website at <http://edenhope.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 192 students were enrolled at this school in 2016, 92 female and 100 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>



(Primary Year Levels)

Performance Summary

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

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	94 %	91 %	92 %	90 %	93 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	94 %	91 %	92 %	90 %	93 %										



(Primary Year Levels)

Performance Summary

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

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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>



(Secondary Year Levels)

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 judgment 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 Performance Summary</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 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>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>	<ul style="list-style-type: none"> Lower Similar Similar Similar

(Secondary Year Levels)

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 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>	<p>Reading Low: 18%, Medium: 65%, High: 16%</p> <p>Numeracy Low: 41%, Medium: 53%, High: 6%</p> <p>Writing Low: 19%, Medium: 50%, High: 31%</p> <p>Spelling Low: 18%, Medium: 65%, High: 16%</p> <p>Grammar and Punctuation Low: 24%, Medium: 53%, High: 24%</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 31%, Medium: 38%, High: 31%</p> <p>Numeracy Low: 17%, Medium: 50%, High: 33%</p> <p>Writing Low: 14%, Medium: 71%, High: 14%</p> <p>Spelling Low: 36%, Medium: 36%, High: 29%</p> <p>Grammar and Punctuation Medium: 64%, High: 36%</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: 2016 0 to 50 scale, school score is 50, state mean is 30.</p> <p>Results: 2013 - 2016 (4-year average) 0 to 50 scale, school score is 50, state mean is 30.</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 79% VET units of competence satisfactorily completed in 2016: 83% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 76%</p>		



(Secondary Year Levels)

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 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 824 1034 920"> <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>91 %</td> <td>88 %</td> <td>91 %</td> <td>81 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	91 %	81 %	89 %	91 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	91 %	81 %	89 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Lower</p> <p> Lower</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: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												



(Secondary Year Levels)

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:

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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

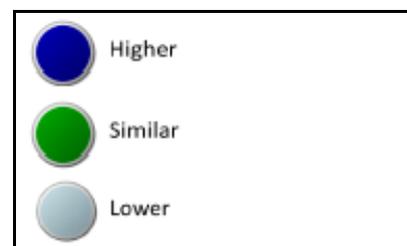
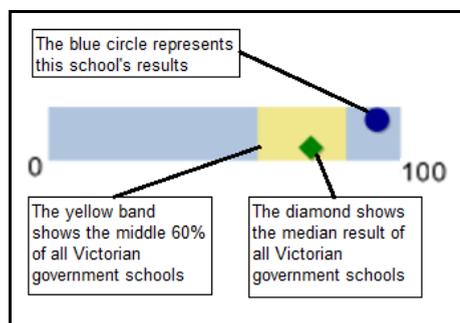
What are student outcomes?

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, P-12 and specialist schools, 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.

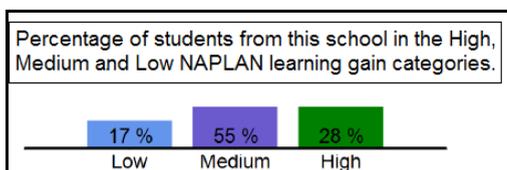
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

Sound financial management throughout 2016 has seen the College finish the year with a Net Operating Surplus of \$300,847. The sharing of assistant principal duties amongst the Leadership Team and staffing and program adjustments throughout the year had some influence on the surplus result. Equity spending was primarily focused on intervention programs such as Reading Recovery and QuickSmart, the Xuno Learning Management System, the backfilling of staff absent for professional development, and the provision of state of the art notebook PCs for students in the secondary and upper primary year levels. Additional budget spending ensured all students were catered for with learning and resource needs throughout the school year. Professional development provided to staff was focused on intervention strategies and curriculum design and documentation.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,756,373
Government Provided DET Grants	\$553,378
Government Grants Commonwealth	\$10,450
Revenue Other	\$22,076
Locally Raised Funds	\$177,605
Total Operating Revenue	\$3,519,882

Expenditure	
Student Resource Package	\$2,619,326
Books & Publications	\$738
Communication Costs	\$11,872
Consumables	\$77,874
Miscellaneous Expense	\$173,924
Professional Development	\$10,846
Property and Equipment Services	\$176,011
Salaries & Allowances	\$80,747
Trading & Fundraising	\$10,451
Travel & Subsistence	\$16,101
Utilities	\$41,146
Total Operating Expenditure	\$3,219,036

Net Operating Surplus/-Deficit	\$300,847
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$139,544
Official Account	\$79,025
Other Accounts	\$23,199
Total Funds Available	\$241,768

Financial Commitments	
Operating Reserve	\$90,105
Asset/Equipment Replacement < 12 months	\$28,968
Maintenance - Buildings/Grounds incl SMS<12 months	\$69,743
Revenue Received in Advance	\$34,467
School Based Programs	\$18,485
Total Financial Commitments	\$241,768

Student Resource Package Expenditure figures are as of 08 March 2017 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.