

# 2018 Annual Report to The School Community



**School Name: Virtual School Victoria (6261)**

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 29 March 2019 at 08:08 AM by  
Bretton New (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 May 2019 at 11:42 AM by Simon  
Milligan (School Council President)

## About Our School

### School context

Distance Education Centre Victoria was renamed Virtual School Victoria by the Minister of Education launched the Government's 23.8 million dollar Expanding the VCE into Rural and Regional Victoria initiative in early November 2018. The name Virtual School Victoria was chosen by the Government to reflect the current and future work and strategic direction of the DET's major virtual learning provider. The name Virtual School Victoria was gazetted in the Government Gazette on 6 December 2018. 16 million dollars over 4 years will be provided to Virtual School Victoria to develop and deliver the remaining VCE studies not currently offered by the school. Expanding the VCE into Rural and Regional Victoria initiative and the establishment of Virtual School Victoria is a major government undertaking. Virtual School Victoria ended 2018 celebrating the achievements of Distance Education Centre Victoria over the past 19 years; achievements which led to the creation of a new school, Virtual School Victoria, for a new age of learning.

Virtual School Victoria is the state's leading virtual school offering 274 semester subjects online, including the VCE. 3530 students, Foundation to Year 12, completed a year's schooling with us during 2018. 1961 were school based, most accessing VCE subjects not offered in their home school. 1569 students were non-school based and enrolled through one of five enrolment categories.

The Virtual School Victoria student cohort is both diverse and unique. We provide education to:

- school-based students who do not have access to the courses they need in their own school
- children and young people with chronic physical and mental health circumstances that make it difficult for them to attend mainstream schooling
- children and young people involved elite level sports and performing arts
- children and young people who are travelling within Victoria, around Australia or overseas
- young adults wishing to complete their education in a way that they find engaging
- rural and regional children and young people who, due to distance, cannot attend a local school.

In addition to offering a host of teaching and learning courses approved by the VCAA, our specialist teachers provide students with individualised learning and support. Virtual School Victoria teachers are dedicated to building the confidence and resilience of each and every student. Like any school, our teachers regularly support and interact with students, but they do so in a different way to most schools: they do so virtually.

A Learning Advisor role is undertaken by all teachers as a core element of their teaching position at the Virtual School Victoria. Building positive relationships with students and their support network in overall aim of the role is to connect with and encourage students to belong to the school community in order to optimise their student engagement, learning and wellbeing outcomes.

Virtual School Victoria developed Australia's first Prep to Year 12 pedagogical model for online learning, strengthening our role as a system leader and building on our goal of consistently providing high-quality and targeted teacher practice. Instantaneous, real-time, interactive learning is a key to teaching at Virtual School Victoria. Teachers develop engaging learning materials and utilise our online Learning Management System to create real time and asynchronous collaborative teaching and learning opportunities for students.

Virtual School Victoria students learn by taking part in online collaborative and interactive activities, communicating and interacting with other students and by receiving personalised support and feedback from their teachers. Students participate in active learning targeted to their needs. Teachers use purposeful ongoing assessment strategies to ensure continuous student progress. Data forms an important component in this process and guides personalisation and changes to student learning programs.

Virtual School Victoria's expertise in virtual learning has made us a school of choice for many students and the Victorian families who enrol their children with us annually.

Our vision is to see Virtual School Victoria as a system leader in online, virtual and blended learning: sharing our knowledge and expertise, and leading system conversations around digital learning. Virtual School Victoria wants to lead a community of practice that will evolve and strengthen digital learning in Victoria, and positively influence and support other schools to develop in this space.

The Virtual School Victoria teachers work mostly in teams. As such it is important that all staff demonstrate effective teamwork. In particular, staff must be collaborative, cooperative and recognise the value of others' contributions with a view to negotiating the best outcomes for teams, students and Virtual School Victoria as a whole.

### Framework for Improving Student Outcomes (FISO)

Continuing the work undertaken in 2017 evaluation against the Framework for Improving Student Outcomes (FISO) Continua of Practice was undertaken at various stages of the year by the Education Committee which operates as the (FISO) School Improvement Team at Virtual School Victoria. The work over the past years has been specifically focused on developing excellence in teaching and learning with a corresponding focus on developing a positive climate for learning and the health and wellbeing of students, in the context of a rapidly changing student cohort.

While there is a deep understanding of the overlap between the dimensions and acknowledgement of the absolute strategic need to focus on two of the continua relevant to the task, there is also a sense of frustration at the perceived lack of progress against the continua. While aspects of all have come into play, evaluation against the descriptors underplays the significant advances in aspects of each achieved over the past years. Virtual School Victoria is a unique school operating in a unique context. The annual enrolment requirement is a barrier to consistent practice. 300 students in any one year are new to the school and will remain for only one year. It is necessary to employ up to 70 fixed term teachers on contracts of one year or less to accommodate enrolment demands across the subjects and the enrolment trend into subjects is unpredictable.

in 2018 we continued the focus of past years:

- building staff capacity in pedagogical practices to support individual student progress in an online environment
- developing a common understanding of and implementing a consistent approach to effective teaching and learning in an online learning environment
- providing opportunities for all students to communicate and collaborate, and teach specific skills for effective communication
- investigating effective measures to track student progress and capabilities
- building high levels of trusting and authentic student relationships with their peers and teachers
- investigating appropriate data sets that enable evaluation of effective intervention
- establishing an engagement/ risk assessment tool that is applied at the time of enrolment
- empowering students to more actively shape their own learning
- continuing to encourage the participation and engagement of students in their learning including opportunities for collaboration with teachers and peers
- developing communication strategies which promote understanding of the school's approach to teaching and learning and online environment and explore ways of engaging and communicating with parents, schools and the broader community
- investigating the development of transitional programs linked to pathways into society

### Achievement

Students are required to enrol annually at Virtual School Victoria. The minimum period of enrolment is 6 months. In order to support the individual needs of non-school based students the school personalises learning programs

to enable every student to achieve their learning goals. Learning Advisors work with students and families to determine individual achievement against the Victorian Curriculum developmental continuum. Personalisation is then achieved through the provision of learning materials and experiences which are targeted to the student's stage of development. Programs can be modified to accommodate individual needs and customised so that students can pursue areas of interest. All learning programs and resources are online and students participate in a range of high level synchronous and asynchronous online learning activities. It is to be noted that the student achievement data at Virtual School Victoria is specific to the year. As student enrolment is on a year by year basis the tracking of student achievement data, either for individual students or a cohort is not possible.

A significant proportion of our Primary students are located overseas, in remote locations or travelling with itinerant parents. This affects the number of students able to complete NAPLAN in any one year. The NAPLAN data is therefore not a full representation of the cohort. The NAPLAN school comparison indicators in the Report also clearly do not match the student outcomes as represented.

The VCE outcomes listed on the following pages outline the achievements of students who are studying solely with Virtual School Victoria. 2427 students studied VCE subjects in 2018. A majority of our VCE students (1792) are based in their home school and complete one or two subjects at Virtual School Victoria. The results of these students are included in the Annual Report of their home school. The VCE data here represents the results of 636 non-school based students or 35% of the VCE cohort taught at Virtual School Victoria in 2018. The VCE data is not a full representation of the outcomes achieved by all VCE students.

One of the outstanding achievements of 2018 was the research undertaken and the subsequent drafting of Learning Program Design and Teacher Capacity: a Literature Review. The Review of over 170 publications on virtual learning in the school sector provided 20 recommendations in the three broad areas of teacher capacity and training, learning program design and technical development priorities; all recommendations focused on maximising student achievement and engagement in the virtual learning environment..

## Engagement

As students are required to enrol annually at Virtual School Victoria and work in the online environment rather than physically attending 'school' retention and attendance data is not collected. The school continues to operate with a unique definition of attendance based on work submission. Actively engaged students regularly submit work of a high standard. Annual enrolment also means that data on student retention is not recorded as for regular schools. Some students who enrol in year 7 are still not well enough to return to a regular school and remain with Virtual School Victoria. Similarly as the school has no access to CASES21 Student Administration, exit destinations cannot be reported on in the Annual Reporting process.

Virtual School Victoria teachers understand that the responsibility for student engagement lies with the school. The key to student engagement (F-12) is for teachers to develop positive learning relationships with all students and between students. Learning Advisors and teachers contact students regularly to motivate them and discuss their progress. They also support students with advice on strategies to maintain their effort. Learning Advisors and teachers choose the most appropriate communication tool for each student. Connecting students to peers is also as vital to the development of positive learning relationships as is the connection to the teacher and development of appropriate learning programs and support processes.

Examples of engagement strategies and support processes include: comprehensive student profiling; induction program for students; ongoing assessment strategies; student involvement in goal setting; development of personalised learning plans.

Virtual School Victoria provides flexible approaches to educational access and support. Through the effective use of ICT, the school provides immediate teacher contact and feedback to our students as well as instantaneous course delivery.

Engaged students have a voice and Virtual School Victoria Student Voice involving leadership, communication

and collaboration is an integral part of teaching and learning programs.

Two significant pieces of research were undertaken internally by teachers and published: The Curriculum for Vulnerable Children's Working Party Report and the Online Lessons Working Party Report. Both contain comprehensive recommendations for access and success through engaged student engagement. These are priorities for 2019 and beyond.

## Wellbeing

As Virtual School Victoria does not access CASES21 Student Administration the school has not participated directly in the Student Attitude to School Survey (SASS). Nor do the domains of the SASS align with the structure and organization of Virtual School Victoria. In partnership with DET the school has administered its own surveys specific to our operations and structures and reported this separately to DET. Previous Annual Report data does not therefore accurately represent the student feedback. In 2018 Virtual School Victoria students were required to participate in the DET SASS. The focus of many of the SASS questions do not reflect 'school' as experienced by the Virtual School Victoria students.

The rapidly changing nature of the student cohort of the past years continued into 2018. Over 1000 students enrol through the Medical Social and Emotional category and just over 300 of these children and young people on the ASD spectrum. SRP Resources to grow the specialist wellbeing staff including the employment of psychologist, social workers, youth worker and adolescent mental health workers has now reached 1 million dollars per year. Around 40% of staff have undertaken the Austin Hospital Youth Mental Health First Aid accredited program.

The cohort is diverse and provides challenges. The school continues to enhance the Learning Advisor role; a teacher allocated to 12 students to support them weekly on sustained engagement and success in their studies.

A priority focus over 2018 was the establishment of the Family and School Action Team to better address the needs of parents and supervisors, particularly those with vulnerable children. The achievements were considerable with Forums and Workshops conducted at the school along with online workshops and consultation sessions. A Leading Teacher Community and Family Partnerships was created as a member of the school's Leadership Team. A new Parent Portal with a focus on information, education, support and parent voice will be launched mid 2019. Parent engagement and support is vital to ensuring student engagement and wellbeing. The 2018 Parent Opinion Survey indicated that 86% of parents were satisfied with the school overall; this is above the 2018 state primary/secondary school mean for parent satisfaction with their school.

## Financial performance and position

The SRP reflects the 1702.9 EFT enrolment across Foundation – Year 12. The enrolment is broken into two broad cohorts – school based students from the state, independent and catholic education school sectors and non-school based students. School based students were the largest category with a 1961 enrolment, 1792 in VCE Units 1 - 4. These students undertake study at Virtual School Victoria in subjects that are not available in their home school. Enrolment fees for these students, across the 3 school sectors, is the source of the Locally Raised Funds. Virtual School Victoria receives no DET funding for ICT hardware and software; the core of school operations. The recurrent operating costs (1.177 million in 2018) for ICT hardware, software, licensing and technical support and consultancy is through invested Locally Raised Funds. Virtual School Victoria does not have access to the DET Student Support Services; support for students is internally funded from the SRP. In 2018 Virtual School Victoria was required to write 12 new courses for the 2019, 77 courses written in 2017 for 2018 required medium course development and support as they were taught for the first time. This writing is undertaken internally. In 2018 7.2 EFT was allocated for course development with 7.2 allocated for fixed term contracts to replace the writers. A further 7.7 EFT was allocated for medium course development and 7.7 for replacement. Course Development in 2018 was at 2.665 million dollars against the 2018 SRP.

**For more detailed information regarding our school please visit our website at**  
<https://www.vsv.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 primary/secondary school type.*

### Enrolment Profile

A total of 1483 students were enrolled at this school in 2018, 888 female and 595 male.

0 percent of students had English as an additional language and 1 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
<b>Percent endorsement (latest year)</b>	80.3	74.0	66.7	85.5

### 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
<b>Percent endorsement (latest year)</b>	53.0	58.3	47.2	70.5

## PRIMARY YEAR LEVELS

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 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	School Comparison
<b>Domain</b>	Percent	Percent	Percent	Percent	
English					
Mathematics					

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Year Level</b>	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	62.0	89.2	np
Year 3	Numeracy (latest year)	np	72.5	53.6	87.5	np
Year 5	Reading (latest year)	90.9	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	81.8	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Year Level</b>	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	91.3	71.4	57.6	83.6	
Year 3	Numeracy (4 year average)	84.0	65.7	51.2	80.0	
Year 5	Reading (4 year average)	84.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	80.9	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	0.0	50.0	50.0
Numeracy	33.3	33.3	33.3
Writing	33.3	50.0	16.7
Spelling	50.0	33.3	16.7
Grammar and Punctuation	16.7	50.0	33.3

### ENGAGEMENT

#### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)					
Average number of absence days (4 year average)					

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)							

### 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 4 to 6.

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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	84.0	81.1	72.6	89.0	Similar
<b>Percent endorsement (2 year average)</b>	79.5	81.7	73.8	88.7	Similar

**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 4 to 6.

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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	75.6	81.2	72.2	90.3	Lower
<b>Percent endorsement (2 year average)</b>	72.5	81.8	73.7	89.7	Lower

## SECONDARY YEAR LEVELS

**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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

### 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	School Comparison
<b>Domain</b>	Percent	Percent	Percent	Percent	
English					
Mathematics					

#### 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	School Comparison
<b>Year Level</b>	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	91.7	50.0	37.7	64.5	
Year 7	Numeracy - latest year	83.3	50.8	37.5	66.7	
Year 9	Reading - latest year	68.2	43.7	31.2	58.4	Similar
Year 9	Numeracy - latest year	52.3	44.4	30.4	59.9	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Year Level</b>	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	76.1	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	66.2	51.4	38.1	66.0	
Year 9	Reading (4 year average)	65.2	41.9	30.8	54.9	Similar

Year 9	Numeracy (4 year average)	59.7	41.8	30.1	59.1	Similar
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### 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'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	28.6	57.1	14.3
Year 5 to 7	Numeracy	14.3	57.1	28.6
Year 5 to 7	Writing	16.7	66.7	16.7
Year 5 to 7	Spelling	14.3	28.6	57.1
Year 5 to 7	Grammar and Punctuation	28.6	42.9	28.6
Year 7 to 9	Reading	12.0	68.0	20.0
Year 7 to 9	Numeracy	35.7	21.4	42.9
Year 7 to 9	Writing	32.0	52.0	16.0
Year 7 to 9	Spelling	18.5	29.6	51.9
Year 7 to 9	Grammar and Punctuation	22.2	44.4	33.3

### 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)	28.4	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	28.0	27.4	25.3	29.6	Lower

Students in 2018 who satisfactorily completed their VCE: **85 percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **3 percent.**

VET units of competence satisfactorily completed in 2018: **96 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A percent.**

### ENGAGEMENT

#### Average Number of Student Absence Days

### Virtual School Victoria

Absence from school can impact on students' learning. 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.

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

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
<b>Average number of absence days (latest year)</b>					
<b>Average number of absence days (4 year average)</b>					

### Attendance Rate

Average 2018 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
<b>Attendance Rate (latest year)</b>						

### 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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Retention (latest year)</b>					
<b>Retention (4 year average)</b>					

### Students exiting to further studies and 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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Student Exits (latest year)</b>					
<b>Student Exits (4 year average)</b>					

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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	60.6	53.1	43.3	63.2	Similar
<b>Percent endorsement (2 year average)</b>	61.9	52.9	44.5	61.9	Higher

### 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	School Comparison
	Percent	Percent	Percent	Percent	

Virtual School Victoria

<b>Percent endorsement (latest year)</b>	51.0	56.7	47.0	68.0	Similar
<b>Percent endorsement (2 year average)</b>	52.2	56.0	47.5	66.4	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$18,016,999
Government Provided DET Grants	\$1,483,888
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$143,290
Locally Raised Funds	\$1,253,989
<b>Total Operating Revenue</b>	<b>\$20,898,166</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,112,805
Adjustments	\$0
Books & Publications	\$9,378
Communication Costs	\$213,103
Consumables	\$265,521
Miscellaneous Expense <sup>3</sup>	\$821,529
Professional Development	\$49,994
Property and Equipment Services	\$638,343
Salaries & Allowances <sup>4</sup>	\$363,192
Trading & Fundraising	\$7,905
Travel & Subsistence	\$3,905
Utilities	\$221,785
<b>Total Operating Expenditure</b>	<b>\$18,707,460</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,190,706</b>
<b>Asset Acquisitions</b>	<b>\$128,303</b>

**FINANCIAL POSITION AS AT 31 DECEMBER, 2018**

Funds available	Actual
High Yield Investment Account	\$467,798
Official Account	\$39,288
Other Accounts	\$1,112,350
<b>Total Funds Available</b>	<b>\$1,619,436</b>

Financial Commitments	Actual
Operating Reserve	\$389,103
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$362,434
Beneficiary/Memorial Accounts	\$55,326
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$437,573
Capital - Buildings/Grounds < 12 months	\$170,000
Maintenance - Buildings/Grounds < 12 months	\$367,788
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,782,224</b>

- (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 04 Mar 2019 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 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.

## 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 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 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').