2019 Annual Report to
The School Community

THE EDUCATION STATE

School Name: Virtual School Victoria (6261)

VIRTUAL SCHOOL VICTORIA

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006.* This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 March 2020 at 01:23 PM by Bretton New (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

VICTORIA State Government | Education and Training

About Our School

School context

Virtual School Victoria, located in Thornbury, aims to provide contemporary, evidence-based virtual learning opportunities for a diverse student community, with a strong focus on enabling every student to achieve their own personal learning goals.

Virtual School Victoria is the state's leading virtual online school, offering 280 semester based courses online, including VCE subjects. In 2019 4588 students attended Virtual School Victoria. 2591 students were school based, largely completing VCE subjects unavailable in their home schools. 1997 students were non-school based students enrolled in one of five enrolment categories:

1.   children and young people with chronic physical and mental health circumstances that make it difficult for them to attend mainstream schooling
2.   children and young people involved in elite level sports and performing arts
3.   children and young people who are travelling within Victoria, around Australia or overseas
4.   young adults wishing to complete their education in a way that they find engaging
5.   rural and regional children and young people who, due to distance, cannot attend a local school.

Virtual School Victoria delivers the Victorian Curriculum from Foundation to year 12 through two schools: the Foundation – Year 9 School and the Senior School. The Virtual School Victoria staffing profile is large comprising of 254 staff in 2019. A Principal, four Assistant Principals and a Business Manager make up the Executive Leadership Team; a team of fifteen Leading Teachers and five Learning Specialists lead the curriculum and student engagement and wellbeing programs at the school. In 2019 196 teachers, including one Koorie teacher, and 33 Education Support Staff were responsible for the delivery and administration of programs.

Over the past fourteen months an extensive and facilitated consultative process was undertaken to review and define the Virtual School Victoria values to shape the way the Virtual School Victoria community works together within a framework of shared norms and expectations. Our values also provide the basis for our agreed decision making processes and the implementation of those decisions on behalf of the community.

The Virtual School Victoria values are:

Respect: Treating the feelings, opinions, wishes and rights of others with, as much consideration as we would have them treat our own.
Empathy: The ability to understand and share the experiences and feelings of another.
Collaboration: The act or working together with someone to produce or achieve something.
Growth: The ongoing process of development and improvement.

Virtual School Victoria's purpose is to successfully provide flexible access to innovative, quality virtual education in a safe and welcoming environment to a diverse cohort of children and young people who cannot access the specific subjects and/or an education program in their local school setting for a period of time.

The virtual educational environment provided by Virtual School Victoria provides all Victorian children and young people with the opportunity to engage and re-engage with education and experience success on their own terms. The way our virtual school works means that thousands of children and young people can access the education they need, as a basic right, any time anywhere.

In 2019 Virtual School Victoria delivered online programs, under licence, to students in Dili in Timor Leste and in Port Vila, Vanuatu. Virtual School Victoria implemented significant components of the DET's Expanding the VCE into Rural and Regional Victoria initiative and commenced preparing to deliver the DET's Victorian High Ability Program, a major component of the new Student Excellence Program.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence continued to be the priority focus for the school in 2019. The 2018 quadrennial School Review, with 2019 being the first year of a new Strategic Plan, was deferred into 2019 while the DET determined the Terms of Reference for the Review process.

2019 was a pivotal year in the 'life and times' of the school. The School Review identified the strategic direction of Virtual School Victoria 2019 - 2022. 2019 was the first year of the DET's 22. 6 million *Expanding the VCE into Rural and Regional Victoria* initiative which included the re-branding and modernisation of the previously known Distance Education Centre Victoria to Virtual School Victoria. The initiative strongly positioned Virtual School Victoria as the leading state wide provider of virtual learning acknowledging the considerable effort underway to modernise and transform course design and delivery. The recent work undertaken, Including the *Vulnerable Children's Working Party Report*, the *Online Learning Working Party Report* and the literature review: *Learning Program Design and Teacher* Capacity were completed. The Reports are data driven and research based and provided strong recommendation on the future directions of the school.

In this context the 2019 Virtual School Victoria's AIP focussed on the following goals:

Virtual School Victoria will successfully undertake a quadrennial Review in 2019 determining the strategic direction of the school 2019 - 2022 and beyond. The Terms of Reference for the Review will be as determined by DET: (1) best practice in provision of virtual learning, (2) addressing the changing student cohort particularly as it relates to child and adolescent mental health and (3) school governance, structure and administration.

The year one work plan for the Virtual School Victoria's components of the DET Expanding the VCE into Rural and Regional Victoria initiative have been fully implemented.

Over 2019 the following was achieved in relation to the goals:

The *Virtual School Victoria Pre-Review Self Evaluation Report* was completed during semester 1. The school participated in the formal School Review Panel process through 4 June - 25 June 2019. The Virtual School Strategic Plan 2019 – 2022 was written, in consultation with key stakeholders, and ratified by the Advisory Board and DET in December 2019.

The 2019 Expanding the VCE into Rural and Regional Victoria initiative Project Plan was developed in consultation with the Expansion of the VCE in to Rural and Regional Victoria Initiative Control Group, Secondary Reform, Transition and priority Cohorts Division, DET.

The Funding Agreements 2018/2019 and 2019/2020 Financial Years were completed with School Resource Package Division DET. Virtual School Victoria resources were allocated for the implementation of the 2019 Work Plan, largely for the course development of 12 VCE studies. In partnership with our consultants a communication strategy for Virtual school Victoria was developed and implemented. The re-branding and modernisation of Distance Education Centre Victoria and the launch of Virtual School Victoria was undertaken throughout the year and will continue into 2020.

By the close of the 2019 school year the following outcomes were achieved:

School staff:

gained enhanced course development skills and capabilities
had enhanced access to state of the art multimedia production facilities and related training and professional learning
developed new external partnerships for the development of and future delivery of VCE subjects
had increased opportunities for attainment of new teaching skills and strategies for enhanced delivery of online learning in classrooms

The students and school and broader community:

became fully informed on the role of Virtual School Victoria currently and into the future
had access to an enhanced virtual learning environment
had access to support in building skills and understanding for participation in the virtual online and/or blended environment

In summary the school review process determined there was evidence that the pre-conditions for school improvement within the Framework for improving Student Outcomes were in place. Professional Learning was prioritised and implemented to support the school's identified improvement strategies and was a clear emphasis on understanding the learning and the wellbeing needs of students. The school had competently used evidence-based school improvement strategies and teacher professional practice activities to drive significant improvement initiatives.

Achievement

At Virtual School Victoria the expectation is that all F-10 students achieve at least the minimum expected progress commensurate with their period of enrolment at the VSV. This is measured through establishment of achievement levels on enrolment and at the completion of the learning program. As the School Review concluded this can be a challenging target to achieve.

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 through the Customised Learning Plan program 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.

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. 3789 students studied VCE subjects in 2019. A majority of our VCE students (2591) 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 her represents the results of 1207 non- school

based students or 32% 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.

Engagement

Students are required to enrol annually at Virtual School Victoria and work in the online environment rather than physically attending 'school'. In this context 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 is to CASES21 Student Administration, exit destinations cannot be reported on in the Annual Reporting process.

In 2019 one of the Key Improvement Strategies in the Engagement domain*: continue to develop activities and online classes that encourage the participation and engagement of students in their learning including opportunities for collaboration with teachers and peers*, became a priority focus. Online lesson usage increased significantly over the year. 'Online lesson' is the main term used at Virtual School Victoria to describe synchronous online classes, currently provided using Adobe Connect.

In 2019 *Year 8 is Great!,* a virtual learning pilot was implemented. *Year 8 is Great!* aimed at addressing in authentic ways the concerns about current high levels of disengagement and the possibilities afforded through increased levels of synchronous teaching and learning. The program was modelled on alternative approaches used in a similar distance education settings across Australia and on contemporary research. The Virtual School Victoria values, established during 2018 through consultation with staff, students and parents, underpinned the program.

Over the year the program provided a structured blend of synchronous and asynchronous teaching and learning and an integrated multi-disciplinary approach to support the needs of vulnerable students. The key features were:

the establishment of a multi-disciplinary team to work with the Year 8 cohort
face-to- face contact with all students
synchronous lessons via Adobe Connect and Google Classroom to be the dominant mode of teaching and learning
online classes timetabled with students required to attend
Social Emotional Learning to be integrated as a keystone in the program
independent study time or 'asynchronous' learning would also be a requirement

Year 8 is Great! outcomes exceeded all expectations across all indicators. Increases in achievement and engagement outcomes were triple that of other year levels. Such was the success of the program the *School Review Report* determined that the approach at year 8 in 2019 be implemented school wide from 2020.

Wellbeing

The rapidly changing nature of the student cohort of the past years continued into 2019. 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 1.2 million dollars per year. Around 70% of current staff have undertaken the Austin Hospital Youth Mental Heath First Aid accredited program.

The cohort is diverse and provides challenges. In 2019 the school continued to enhance the Learning Advisor role; a teacher allocated to 12 students to support them weekly on sustained engagement and success in their studies. Again, through the 2019 Review process it was determined that the newly defined learning advisor role, introduced in 2017, provided enhanced support for students including:

• strengthened teacher/student relationships and increased personal contact with students.
• fewer students being left behind or falling through the gaps, confirmed during student forums and learning advisor interviews
• student profiles developed by Learning Advisors enhancing communication and accountability for student engagement, wellbeing and learning.

A priority focus from 2018 was strengthened in 2019 through the establishment of the Family and School Action Team to better address the needs of parents and supervisors, particularly those with vulnerable children. A Leading Teacher Community and Family Partnerships was created as a member of the school's Leadership Team. The new Parent Portal with a focus on information, education support and parent voice was developed over 2019 for launch at the commencement of 2020.

The school's priority on student wellbeing was recognised by the School Review Panel which formed the view that the school had implemented a range of practices and strategies in response to the changes and current needs of students and families. The work of the Wellbeing and Inclusion team was seen by all stakeholders as critical to the support for students. The school's capacity to respond to student learning needs was supported by the VSV Pedagogical online learning design, which had impacted positively on student engagement and wellbeing.

Financial performance and position

The SRP reflects the 1571.1 EFT enrolment across Foundation – Year 12 at 3 March 2019. Enrolment fees for students, across the 3 school sectors, is the source of the Locally Raised Funds. The DET announced in September 2019 that enrolment fees for state government schools and students would not continue in to 2020. Virtual School Victoria receives no DET funding for ICT hardware and software; the core of school operations. The recurrent operating costs (1.1 million in 2019) 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 2019 4.1 million dollars was allocated to Virtual School Victoria to fund the implementation of the five deliverables under the *Expanding the VCE into Rural and Regional Victoria* initiative. Decisions external to the school and beyond our control, such as changes to VCE Studies re-accreditation cycles, has resulted in funding being carried over into 2020 course development and the 2020/21 Financial year program delivery.

For more detailed information regarding our school please visit our website at 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.

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 4588 individual students were enrolled at this school in 2019, equivalent to 1571.1EFT

0 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.

low	low-mid	mid	high
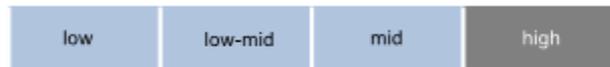
Parent Satisfaction Summary

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).

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

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

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below 🔵 Below 🔵
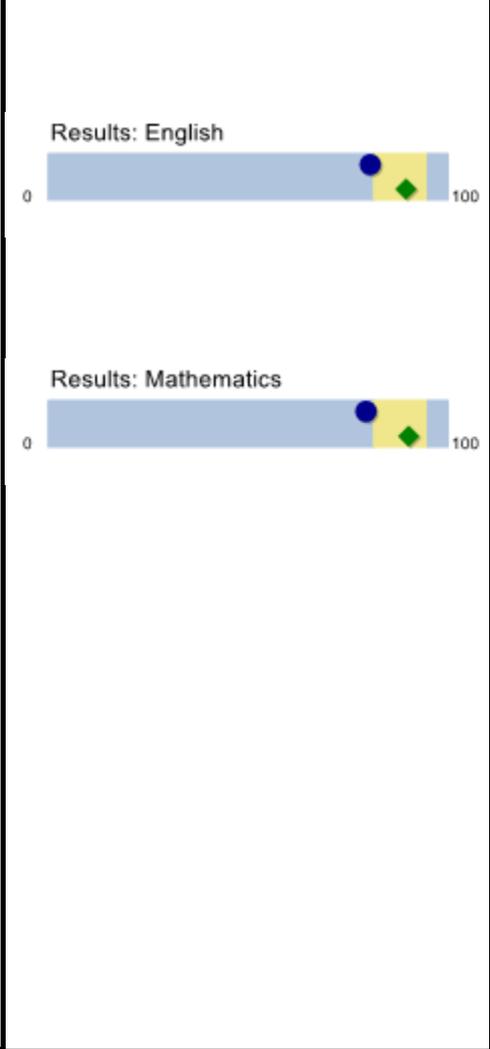
(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available No Data Available
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

(Primary Year Levels)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: ⬤ Median of all Victorian Government Primary Schools: ◆		🟢 Above 🔵 Similar 🔵 Below

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 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'.

Student Outcomes

Reading

25 %	50 %	25 %
Low	Medium	High

Numeracy

50 %	25 %	25 %
Low	Medium	High

Writing

No Data Available

Spelling

No Data Available

Grammar and Punctuation

No Data Available

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

(Primary Year Levels)

Performance Summary

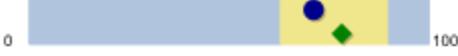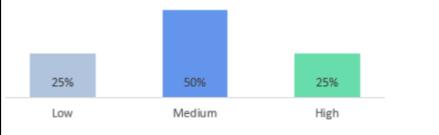| Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Text 0 ◆ ▬▬▬▬ 50 Few absences <------> Many absences Text 0 ◆ ▬▬▬▬ 50 Few absences <------> Many absences	No Data Available
Average 0 attendance rate by year level:	Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6	Similar school comparison not available

(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: 🔶	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ──────────●────🟨🔶──── 100 Results: 2017 - 2019 (3-year average) 0 ──────────────●🟨🔶── 100	**Below** 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ──────────────🟨●🔶── 100 Results: 2017 - 2019 (3-year average) 0 ──────────────●🟨🔶── 100	**Below** 🔵

(Secondary Year Levels)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🔶		🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report*.	Results: English Results: Mathematics	Below 🔵 Below 🔵

(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: 🟢

Key: Similar School Comparison
🟢 Above 🔵 Similar 🔵 Below

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

(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: 🔶

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.	**Reading** Low 44% · Medium 44% · High 11% **Numeracy** Low 11% · Medium 56% · High 33% **Writing** Low 25% · Medium 38% · High 38% **Spelling** Low 44% · Medium 44% · High 11% **Grammar and Punctuation** Low 22% · Medium 33% · High 44%	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% · Medium 50% · High 25% Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.	**Reading** Low 19% · Medium 46% · High 35% **Numeracy** Low 16% · Medium 52% · High 32% **Writing** Low 23% · Medium 31% · High 46% **Spelling** Low 11% · Medium 32% · High 57% **Grammar and Punctuation** Low 18% · Medium 54% · High 29%	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% · Medium 50% · High 25% Statewide Distribution of Learning Gain (all domains)
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.	Results: 2019 0 — 50 Results: 2016 - 2019 (4-year average) 0 — 50	**Below** 🔵

Students in 2019 who satisfactorily completed their VCE: 85%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 4%
VET units of competence satisfactorily completed in 2019: 85%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

(Secondary Year Levels)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	No Data Available Few absences <------> Many absences No Data Available Few absences <------> Many absences	No Data Available
Average 0 attendance rate by year level:	Yr7 Yr8 Yr9 Yr10 Yr11 Yr12	Similar school comparison not available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	No Data Available No Data Available	No Data Available

(Secondary Year Levels)

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$23,183,521
Government Provided DET Grants	$1,286,204
Revenue Other	$262,394
Locally Raised Funds	$1,076,373
Total Operating Revenue	**$25,808,493**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$18,257,332
Books & Publications	$6,776
Communication Costs	$258,384
Consumables	$230,440
Miscellaneous Expense[3]	$1,184,214
Professional Development	$67,661
Property and Equipment Services	$664,394
Salaries & Allowances[4]	$398,978
Trading & Fundraising	$12,139
Travel & Subsistence	$8,076
Utilities	$216,811

Total Operating Expenditure	**$21,305,205**
Net Operating Surplus/-Deficit	**$4,503,288**
Asset Acquisitions	**$153,826**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$879,022
Official Account	$30,749
Other Accounts	$55,323
Total Funds Available	**$965,094**

Financial Commitments	
Operating Reserve	$463,642
School Based Programs	$350,000
Beneficiary/Memorial Accounts	$55,323
Asset/Equipment Replacement < 12 months	$607,000
Capital - Buildings/Grounds < 12 months	$200,000
Maintenance - Buildings/Grounds < 12 months	$424,000
Total Financial Commitments	**$2,099,965**

(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 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
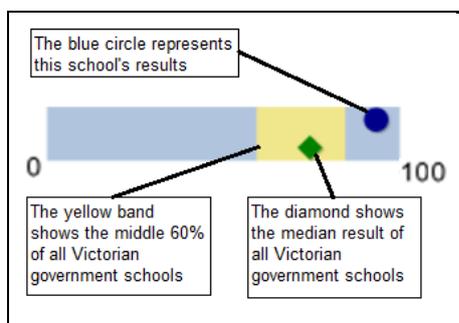
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below
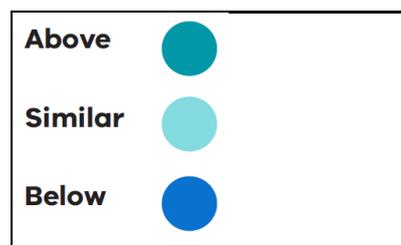
What does '*Data not available*' or *'ND'* mean?

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').