

2015 Annual Report to the School Community

Wedderburn College

School Number: 6262



Name of School Principal: Margaret-Anne Wright

Name of School Council President: Christine Coombes

Date of Endorsement: 21-3-2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Wedderburn is a rural town serving a farming community situated 230 kilometers north of Melbourne and 90 kilometers north of Bendigo. The township is located on the Calder Highway. The student population at Wedderburn College in 2015 is 234 and is drawn from the surrounding farms and neighbouring town communities of Korong Vale, Borung and Inglewood.

Wedderburn College has staff with a mix of 2.0 EFT principal class officers, 21 EFT teaching staff, 1.0 teaching staff funded through the Low SES school communities funding, 0.4 EFT music paraprofessional and 0.48 EFT teacher support staff and 3.49 integration support staff. The school provides a comprehensive and rigorous curriculum for students from Foundation to Year 12 including VCAL/VCE and some VET subjects. The college operates a learning neighbourhood structure F-6, Years 7-10 and Years 11-12.

The College curriculum is enriched by the cooperation of neighbouring schools through the use of videoconferencing and Distance Education.

The school has a one to one device program which includes both Bring Your Own Device (BYOD) and a hire arrangement. Students in Years, Foundation through to Year 4 have extensive access to both netbooks and ipads. Students from Foundation to Year 12 study Indonesian and the College supports students reciprocal visits with Indonesian schools.

The College has an excellent music program with primary classes accessing scheduled classes and individual students receiving tuition in vocals and a range of instruments. The school participates in the Kool Skools program annually and has a whole school production every second year. The college has an extensive sporting program within the College and includes competitions at interschool, regional and state levels as well as the National Basketball competition annually. The College implements a range of mentoring and advocacy programs, including an advocacy period at every year level weekly, matched advocates for every student in years 11 and 12 and an active community mentoring program- MATES. In recognition of the importance of language development in the preschool years the College facilitates an active playgroup, registered with Playgroup Victoria.

Our College values of Respect, Responsibility, Doing Your Best, Honesty and Positive Relationships are the basis of the work undertaken to achieve our vision of Supporting Positive Learners for the World Community.

Achievement

Professional Learning is focused on Powerful Learning strategies and the development of meaningfully designed curriculum. Whole School Learning workshops support staff to be focused on delivering high quality learning programs supporting the different needs of students.

Teacher assessments against the AusVELS standards in English and Mathematics from Year 1 through to Year 6 are similar to the school comparison measures. In both English and Mathematics at Year 7 to Year 10 the school comparison measures are lower.

Wedderburn College NAPLAN data indicate achievement at Years 3 and 5 as similar to like schools in both reading and numeracy for both the 2015 year and being higher the four year average for Year 5 numeracy. Year 3 to Year 5 NAPLAN learning gain data indicates 62% medium to high learning gains for reading, 67% medium to high learning gain for numeracy, 47% medium to high Learning gain for writing, 74% learning gain for spelling and 84% learning gain for grammar and punctuation. In Years 7-10 NAPLAN data indicates Wedderburn College achieving similar results at both reading and numeracy, with a lower than similar school results for the four year average result in numeracy at Year 9.

Year 5 to Year 7 NAPLAN learning gain data indicates a 79% medium to high learning gain for reading, 48% medium to high learning gain for numeracy, 66% medium to high learning gain for spelling and a 81% learning gain for grammar and punctuation. The Year 7-Year 9 NAPLAN learning gain data indicates 84% medium to high learning gain for reading, 73% medium to high learning gain for numeracy, 66% medium to high learning gain for writing, 88% medium to high learning gain for spelling and a 81% medium to high learning gain for grammar and punctuation.

At VCE level 93% of students satisfactorily completed their VCE course and in both 2015 data and the four year average data. Wedderburn College achieved at a similar or higher level than similar schools. 76% of VCAL students satisfactorily completed their course.

Engagement

Student attendance in Foundation- Year 6 and Year 7-12 are similar to that of the school comparison measures. Overall the average attendance rate of all students in 2015 was 90.4%.

All year levels from F-Year 6 achieved an attendance rate at or above 90% in 2015. The attendance rate for Year 12 students scored above 90% indicating the commitment to learning by students in the final year of schooling.

Key strategies to support the improvement in school attendance include access to an engaging and relevant curriculum, an Education Support staff member dedicated to contacting families of students with unexplained absences. Neighbourhood Coordinators and Advocate teachers also contact parents/carers as required. The College Transition team monitors student attendance and referrals for student/family support through the Wellbeing Coordinator.

The College works purposefully with the LLEN and Youth Connections to re-engage and connect students. Curriculum is designed to ensure students are engaged in learning and at Years 9/10 semester units are implemented to meet these demands.

The College has implemented, “Every Day Counts” initiative.

The College regularly communicates via the newsletter and website the importance of regular and sustained school attendance. Parents and carers have access to immediate attendance data through the College student management tool, Compass.

Wellbeing

The College implements a range of strategies to support students. This includes scheduled Advocacy sessions for students in Years Foundation -10 involving small group advisory classes. At year 11 and 12 the College runs a 1-1 advocate program with students matched to an adult and meeting once a week to support the student. All classes are kept to minimum sizes to ensure adequate teacher –student ratios and in recognition of the importance of positive teacher student relationships.

Our community mentoring program MATES, matches young people with significant adults in our community to facilitate engagement and connectedness.

Restorative practices are embedded in the culture of the College.

The College chaplain supports students through individual and group work and the support of hands on programs that are implemented to engage less academically focused students.

The Hands on Learning program engages students in the secondary area of the school and is designed to develop technical and social skills.

The College Transition Team meets regularly to identify vulnerable students and programs and strategies that may support the young people.

The Student Representative Council provides an effective voice for the student body and provides a number of activities for students.

Social Work support is provided weekly via an arrangement with a local health service, Inglewood and District Health Service.

Further support is accessed through Regional Support staff with intervention from speech pathologists, social worker and psychologist.

A range of extra-curricular activities which include a College basketball program and Homework Centre provide opportunities for students to feel connected to their peers and the school.

The College implements a playgroup for families of students in the 0-5 age group facilitating family connectedness with the school community.

Productivity

Wedderburn College in 2015 effectively allocated funding to ensure that all classes were kept to a minimum. Students in the post compulsory years had access to wide variety of subject choices. In VCE at Years 11 and 12 students accessed video conferences, face to face classes, distance education and self-directed learning modalities to access learning. In VCE at Year 11 students had access to 16 VCE subjects, as well as 2 VET subjects. Year 12 students were able to access courses from 12 subjects. Year 11 and Year 12 students also accessed a VCAL program. Students undertaking VCE and VCAL are able to study a range of VET certificates including hair, beauty, agriculture, and engineering. Every student was able to access study to the subject of their choice. The College implements a flexible timetable across the school day to enable the students the flexibility of subject choice.

All students living in out of home care, accessing support through the program for students with disabilities, aboriginal and those achieving below level were supported with an individual learning plan.

The College building infrastructure allows students to access sporting facilities and gym equipment. Upgrades have been undertaken to the College gymnasium, grounds and a the construction of a shed to manage archives and allow a space for practical learning activities has been completed. The school garden supported students in Hands on Learning programs and other lifestyle learning opportunities. Room allocations have catered for the range of opportunities students can access with spaces for Languages, Music, Playgroup, 2 art spaces, science, food and wood technology, a library resource center and general classrooms.

The College community has access to state of the art technology within a BYOD program. Classrooms are equipped with interactive whiteboards; apple TVs and the teacher ipad and note book program ensures that staff has access to current technology.

Wedderburn College is the HUB of the community and expertise from community to support a range of programs is actively sought and encouraged. Community volunteers are involved in a range of the college events. For example, student mentoring.

Professional Learning is a key focus of staff development and includes opportunities for staff to learn and work together and to access professional learning through experts coming into the College or sourcing knowledge from other agencies. In 2015 staff members participated in Professional Learning to ensure that the most relevant and current learning is being accessed. Staff participates in classroom observations to learn from each other and to develop pedagogy and strategic teaching and learning methods.




The continued implementation of the assets management plan (AMP) ensures the ongoing maintenance and improvement of the college facilities.

For more detailed information regarding our school please visit our website at
<http://www.wedderburn-college.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.

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

Enrolment Profile

A total of 229 students were enrolled at this school in 2015, 122 female and 107 male. There were 0% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)

Performance Summary


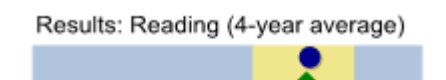

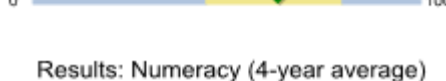

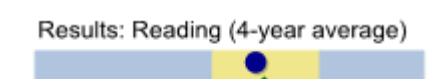
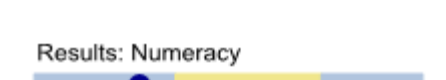
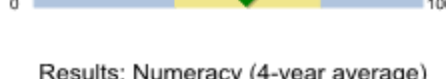
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the 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:

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

(Primary Year Levels)

Performance Summary





Key: Range of results for the middle 50% 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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>56%</td> <td>6%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>61%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>41%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>58%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	56%	6%	Numeracy	33%	61%	6%	Writing	53%	41%	6%	Spelling	26%	58%	16%	Grammar and Punctuation	16%	47%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1043 920"> <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>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>95 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	91 %	95 %	93 %	90 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	91 %	95 %	93 %	90 %										

(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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Higher</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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</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 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: 21%, Medium: 42%, High: 37%</p> <p>Numeracy Low: 53%, Medium: 37%, High: 11%</p> <p>Writing Low: 33%, Medium: 52%, High: 14%</p> <p>Spelling Low: 20%, Medium: 35%, High: 45%</p> <p>Grammar and Punctuation Low: 20%, Medium: 65%, High: 15%</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: 16%, Medium: 52%, High: 32%</p> <p>Numeracy Low: 27%, Medium: 65%, High: 8%</p> <p>Writing Low: 33%, Medium: 58%, High: 8%</p> <p>Spelling Low: 12%, Medium: 65%, High: 23%</p> <p>Grammar and Punctuation Low: 19%, Medium: 54%, High: 27%</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

Students in 2015 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **25%**
 VET units of competence satisfactorily completed in 2015: **70%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **76%**

(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:

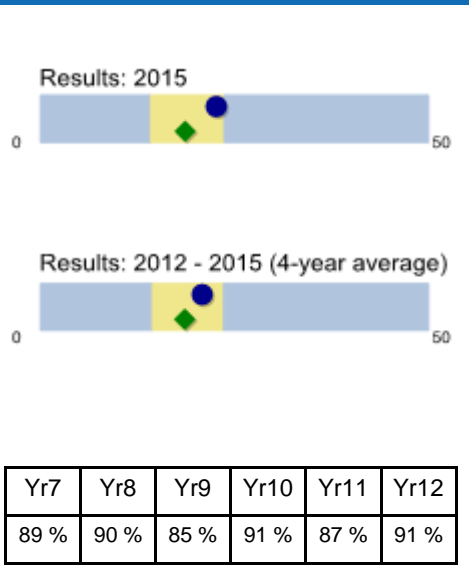
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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. 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.

Average 2015 attendance rate by year level:



Similar

Similar

Student Retention

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



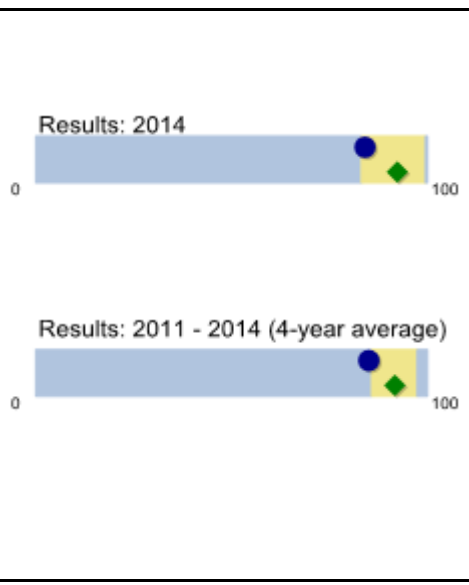
Similar

Higher

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.

Note: This measure uses data from the previous year.



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:

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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

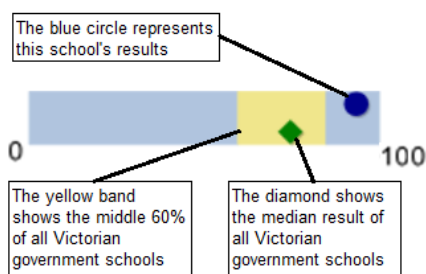
What are student outcomes?

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 colleges, 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.

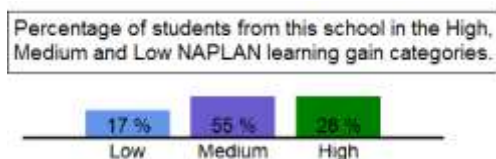
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

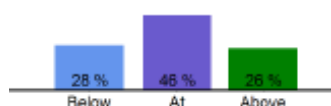


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

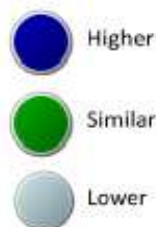


What is a School Comparison?

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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,008,586	High Yield Investment Account	\$548,540
Government Provided DE&T Grants	\$742,859	Official Account	\$65,419
Government Grants Commonwealth	\$9,725	Other Accounts	\$431,575
Government Grants State	\$4,227	Total Funds Available	\$1,045,534
Revenue Other	\$51,899		
Locally Raised Funds	\$139,519		
Total Operating Revenue	\$3,956,815		
Expenditure		Financial Commitments	
Student Resource Package	\$2,886,569	Operating Reserve	\$140,554
Books & Publications	\$9,321	Asset/Equipment Replacement < 12 months	\$125,000
Communication Costs	\$14,630	Capital - Buildings/Grounds incl SMS<12 months	\$350,000
Consumables	\$211,364	Maintenance - Buildings/Grounds incl SMS<12 months	\$144,000
Miscellaneous Expense	\$125,633	Revenue Received in Advance	\$7,500
Professional Development	\$41,079	School Based Programs	\$101,000
Property and Equipment Services	\$381,973	Maintenance-Buildings/Grounds incl SMS>12 months	\$164,830
Salaries & Allowances	\$217,767	School/Network/Cluster Coordination	\$12,650
Trading & Fundraising	\$53,204	Total Financial Commitments	\$1,045,534
Travel & Subsistence	\$9,701		
Utilities	\$58,277		
Total Operating Expenditure	\$4,009,519		
Net Operating Surplus/-Deficit	(\$52,704)		
Asset Acquisitions	\$35,855		

Student Resource Package Expenditure figures are as of 04 March 2016 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.

Financial performance and position commentary

The school has recorded a surplus in 2015. Funding received in 2015 from the National Partnerships SES program was utilized to employ staff to support the learning of students in years 7 and 8 especially in English.. Council has been strategic in planning for extensive maintenance works and upgrades identified in the Conditions Assessment Report many of which have been completed in the 2015 year with others earmarked to be completed in the 2016 school year. The school is in a period of declining enrolments and provision is being planned to support future staffing.

