

2017 Annual Report to the School Community



School Name: Alkira Secondary College

School Number: 8874



- 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 Regulation 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 2017 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 27 April 2018 at 02:37 PM by John Shaw (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 Regulation 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 2017 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 28 April 2018 at 06:37 AM by John Sutton (School Council President)



About Our School

School Context

Alkira Secondary College is a place of outstanding learning and professional practice; located in the south-east growth corridor of Cranbourne North. We are in our tenth year of operation, with 2017 revealing a total enrolled student population of 1239 (608 females and 631 males). There were 11 funded students, less than 1% ATSI (11 Aboriginal and Torres Strait Islander) students and 40% of the student cohort have a language background other than English.

The total workforce composition of the College in 2017 consisted of 91 teachers (73 full-time and 18 part-time), 3 Principal Class members, and 26 Education Support (ES) staff (18 full-time and 8 part-time).

In 2011, the College was granted an enrolment boundary zone (which remains), providing stability to student numbers during successive years. Even with our boundary, due to increasing estates in our area our college student population is rapidly increasing. Based on the school's 'Student Family Occupation' index of 0.4615, Alkira is considered within the 'Mid' range for its socio-economic status.

Our pedagogical vision and strategic intent is built on the premise that "Alkira exists to secure the entitlements of every student" this reflects our responsibility to establish a place in our community, providing personalised learning in a happy learning environment while supporting our shared values of respect, integrity, care and excellence. The core purpose at Alkira is to support students grow into contributing, responsible global citizens and lifelong learners. The College places significant emphasis on relationships and embracing the opportunities to support education through innovative programs and use of technology. Across all year levels, the focus is developing and facilitating a child centred curriculum, meeting the needs of all students in a holistic learning environment.

Alkira was the first PPP or Public Private Partnership school under the Partnership Victoria in Schools (PViS) model. Our award winning facilities are modern, agile are built for pedagogical purpose.

Our students are organised into a 'School within a School' (SWIS Model) approach amongst four sub-schools: Cowarr, Yaan, Towera and Malloo. These sub-schools cater for students' core classes and provide the foundation for their management and welfare; giving students a sense of belonging to a close network of peers and teachers within a bigger school setting. Student Engagement Leaders for Junior, Middle and Senior, Wellbeing Leaders along with the Home Group Teachers provide personalised academic, wellbeing and mentoring; to support students and help develop a school-wide culture of high expectations. Each Sub-School has a dedicated Wellbeing Leader member to assist students, staff and parents.

The College undertook a school self-evaluation and peer review in 2016; which set the parameters for the future direction of the College (Strategic Plan 2017-2020), linked to the FISO dimensions of: Excellence in Teaching and Learning and a Positive Climate for Learning.

The College received its VRQA registration during 2016, demonstrating that all its policies, processes and protocols were current and in line with DET requirements. During this time, the College also verified its compliance to all requirements of the Child Safety Standards.

Ongoing consolidation and refinement of a structured curriculum (Yr.7-10 Victorian Curriculum / VET / VCE / VCAL); linked to an on-line documentation mapping tool (Atlas), National Curriculum and new VCE study guides continues. The College has well established specialist programs to enhance and enrich student experiences; Alkira's Sports Academy and Umpiring programs allow for an athlete friendly curriculum and high level training programs to be delivered in a professional setting, whilst the Master Class programs deliver differentiated programs for highly able students and those wanting a variant vocational pathway. The Performing Arts Academy was introduced in 2016 to facilitate skills and enhance the opportunities of many students within this Domain.

In 2017, Alkira joined the University of Melbourne Network of schools (UMNOS18). The University of Melbourne has created a collaborative partnership for Australian schools to learn from each other and to work together with world class researchers on strategies to improve student learning. The Network of Schools offers a framework for achieving school goals and enhancing teacher capacity. Through this network we have made a commitment to show reading growth through conferencing and explicit instruction of reading comprehension strategies.

Our College is an accredited International School and has Sister-School links in China, India, Korea and educational links with schools in Singapore and Cambodia. Our students have abundant opportunities to undertake international tours to enhance their cultural awareness, academic and language skills through DET (Victorian Young Leaders to China), school-based initiatives or external providers (World Challenge).

The College commenced its audit processes in Term 4, 2016; which accounts for modification to processes, policies, resources and marketing as required by the Commonwealth and Victorian Governments. These processes was be complete in Term 2, 2017, with full audit compliance anticipated.

Framework for Improving Student Outcomes (FISO)



The College chose two FISO dimensions within its 2017-2020 Strategic Plan; that of:

Excellence in Teaching and Learning:

Building practice excellence

Curriculum planning and assessment

Positive Climate for Learning:

Setting expectations and promoting inclusion

Empowering students and building school pride

Achievement

Our overall rating in terms of achievement is seen as a needing to be transforming to be on a trajectory to be high performing.

Schools use NAPLAN data to indicate performance in Literacy and Numeracy.

2017 NAPLAN data results indicate that Year 7 reading was below the Victorian Secondary Government School median and below the 4-year trend. Year 7 NAPLAN Numeracy data reveals students were below the median for 2017 and the 4-year trend was also below. Year 9 Literacy data reveals students were below the State median in 2017 but similar in comparison to like-schools. The 4-year trend for Year 9 Numeracy is again below the state median but considered similar to like-schools.

School comparisons of teacher assessment data of Yr.7-10 students at Alkira SC indicates that Literacy and Numeracy achievement is 'at the expected level' (or slightly the Government school median). These results are similar to that of other comparable schools in 2017.

In 2017, the College had 148 students complete secondary school, with 142 senior certificates awarded across Yr.12 VCE and VCAL. Student retention data for 2017 was lower than the Victorian median but similar to like schools. Tracking data from Yr.12 (2016) students indicate:

- 43.8% of students enrolled at University for 2017
- 12.5% of students enrolled in TAFE for 2017
- 12.5% of students were engaged in employment in 2017
- 0.2% took up an apprenticeship
- 24% were destination unknown.

VCE achievements- Our individual results were:

- 92% of students satisfactorily completed their Victorian Certificate of Education
- Median study (subject) score was 27
- Total number of 40+ scores was 2.7%
- The highest student ATAR was 95
- Two students were awarded a Baccalaureate

VCAL and VET achievements

- 82% of students satisfactorily completed their Victorian Certificate of Applied Learning (VCAL)
- 26% of students satisfactorily completed at least one Vocational Education and Training (VET) unit of competence.
- 86% of students satisfactorily completed VET units of competence.

In 2017, the College introduced at year 7 level two classes to add to the Accelerated Learning Program, which will now be known as 'Master Class' targeting highly-able students with a challenging and enhanced curriculum. External Assessment, NAPLAN, ICAS and school-based academic results place this cohort well-above the State level mean. Numerous individual and collective academic achievements at local, state and via international testing were attained by this class. In 2017, eleven of our accelerated learning Yr.8 students were successful in their enrolment into the pre-select government school (Nossal) for 2018 based on their demonstrated academic prowess; the highest proportion of student numbers from any school in Victoria. Additionally, three other Yr.8 students were successful in their enrolment to John Monash (another pre-select secondary school) which specifically caters for gifted and talented students in maths and science.

A full review of results was considered in 2017 with decisions made regarding 2018.

Using the resources of Melbourne University the school decided to introduce a Reading Program in 2018 where students undertake read a structured reading Conference, as a pedagogical vehicle to improve literacy teaching practices across the College. This will take place in English classes initially and be supported by a Literacy leader at the college.



The college will also continue to develop the "FUN" Numeracy program to support out students at the bottom end of literacy results in 2018 lead by a Numeracy leader.

It has also been decided to add additional staff to our Literacy, Numeracy and English as an Alternative Language (EAL) to support students and meet our current needs in this area. These support staff will be housed in a specific 'Learning Centre' to be able to work with students to improve results.

Engagement

Our overall rating in terms of achievement is seen as a needing to be renew to be on a trajectory to be high performing.

Strong student connection with the College is seen via heightened attendance across all year levels: Yr.7 (92%) Yr.8 (90%) Yr.9 (89%) Yr.10 (90%) Yr.11 (92%) and Yr.12 (91%). This is stable from 2016 data. Whilst the 2016 student attendance across Yr.7-12 was above 90% in five out of the six year levels, this data was lower than the State median and 4-year trend. This result; however, is similar to like-schools.

Our 2017 data reveals that 'Retention' data across Yr.7-10 was below the state average, with our 4-year trend being similar to other like-schools.

In 2017, Alkira students exiting to further studies and full-time employment across Year 10-12 was lower than the state average but similar to like-schools for the four-year trend.

The College continues to consolidate and deliver programs that provide links to social expectation, cultural sensitivities, equity and tolerance: SenseAbility, Leaders program, Multi Pride and My Friends Youth Social Skills program. A dedicated (full- time) Wellbeing Co-ordinator provides specialist assistance with support from a SSSO and external social workers.

Strong networking connections with Narre Community Learning Centre, Merinda Park Community Learning Centre, Adolescent Recovery Centre, Stepping Stones, YPARC, Head Space and Operation New Start (Casey and Dandenong) have proven to be successful partnerships, providing variant pathways and options for 'at-risk' students where continued engagement and attendance at a structured school setting is a challenge.

The College has undertaken a pro-active approach towards decreasing student absenteeism through consistent College wide strategies, including: pro-active Pastoral Care communication with parents, COMPASS, College / DET policies, student wellbeing / SSSO interventionist involvement and Attendance Learning Plan (negotiated return to school / staggered timetable). During 2017, the College entered a new DET endorsed program- 'Lift-Off' which specifically supports students with anxiety and/or prolonged absenteeism issues, with the aim to re-engage with mainstream schooling.

In response to student voice the college has re-vamped its approach to student leadership with it being reformed to different areas – such as curriculum, wellbeing, sports academy, events, masterclass, Alkira performing arts project – in order to give students a greater voice in the college. The school captains lead this team.

The college planned in 2017 major changes for 2018. These included, as part of our Strategic Plan and Annual Implementation Plan a whole school approach to Intervention and support plans for students who are deemed at academic risk. A new team of Engagement and Wellbeing Leaders will be instituted for 2018 and discussions have taken place into the running of a 'Redemption Week' to ensure students have an opportunity to be up to date with their work by the end of each term in consultation with their parents/guardians.

Wellbeing

Our 2017 the student Attitude to School (ATSS) survey data was the first to use a new survey which was conducted on line for the first time and included a different regime of assessment item for the first time.

The survey highlighted the beliefs of students across the different domains. In the college the highest report was in regards to bullying where 60.7 % of students said that they had never experienced bullying. The second highest rating for the college was in the confidence level of the students, their ability to set goals and regulate themselves followed by their capacity for resilience. Areas of lowest reporting were: respect for diversity, student voice and sense of connectedness.

The parent survey, which was again administered electronically, with parents saying that there was 90% of parents who were either neutral or positive when it came to the college's expectations for success. Likewise, 97% of parents felt the physical environment of the college was conducive to learning. One area where the survey said with parents where there was an opportunity to improve was in the area of communication where 51% of parents were either neutral or negative. Also, 59% were either neutral or negative about the school teaching their child organisational skills.



A structured transition programme has enabled our Yr. 7 students to settle into Alkira SC with relative ease. In liaison with all impending enrolling Yr.7 students and the school community, Grade 6 students attended the College for an Orientation Day. During this time, students worked with their impending Pastoral Care and subject teachers to familiarise themselves with the physical lay-out of the College, curriculum, structures and policies of the school. Evaluation of the program with the Primary Schools, students and parents has met with positive approval.

The College is supported by DET through provision of a Student Support Services Officer (SSSO) and sought access to additional Psychologists and Social Workers services. Students considered to be wellbeing 'at risk' are supported through a number of short and long term welfare, social and / or academic programs and agencies, such as: Adolescent Recovery Centre (ARC), Merinda Park Learning and Community Centre, Connections, Operation New Start (Casey / Dandenong), Narre Community Learning Centre, Casey Youth Services, Program for Students with Disabilities and Australian Indigenous Mentoring Experience.

EAL students at Alkira SC established 3% of the student population across Yr.7-12, during 2017. As part of this 11 students are from a refugee background. EAL students (and any other identified student in need of literacy support) received additional provision through the Literacy and Numeracy support programs, Homework Club, Individual Learning Plans and a consistent approach to curriculum differentiation. The Curriculum Committee, along with a dedicated EAL Co-ordinator and Literacy intervention leader provide a consistent approach to EAL and how literacy across all domains is supported.

During 2017, Alkira SC continued to offer a variety of pathway programmes including; Hospitality, Business Administration Sport and Recreation, Business Management) and external VET through a variety of TAFE providers (e.g. Chisholm), CVET, MIPs, Yr.10 Applied and Advanced classes. Strong networks with Narre Community Learning Centre, Merinda Park Community Learning Centre and Operation New Start continue to provide numerous differentiated opportunities for our students.

In 2017, the Alkira Sports Academy, the Umpiring program, the Alkira Performing Arts Project and Accelerated Learning Program enabled specialist learning opportunities for our students; thereby nurturing, supporting and developing their individual talents, skills and interests.

For more detailed information regarding our school please visit our website at
www.alkirasecondarycollege.com.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 Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1159 students were enrolled at this school in 2017, 568 female and 591 male.</p> <p>23 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	45%	29%	Numeracy	19%	49%	32%	Writing	22%	48%	30%	Spelling	20%	46%	34%	Grammar and Punctuation	23%	53%	24%	NAPLAN Learning Gain does not require a School Comparison.
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> ● Similar </div> <div style="display: flex; align-items: center;"> ● Similar </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 92% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 26% VET units of competence satisfactorily completed in 2017: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 82%</p>																										

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	90 %	92 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	89 %	90 %	92 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Lower</p> <p> Similar</p>												



Performance Summary

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

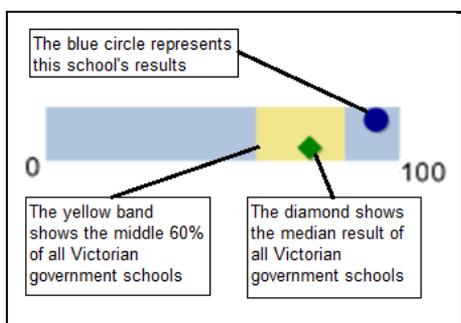
Engagement

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

Wellbeing

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

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

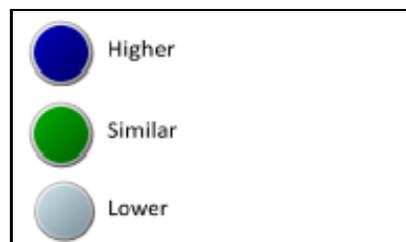


What does *School Comparison* refer to?

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

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

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



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

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

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

In 2017 The school had a net operating surplus of \$116,692. Note a shortfall in credit funding of \$65,000 is listed in the financial commitments which is payable to DET for 2018.

Our Equity funding \$256,235 was allocated to the development, staffing and support of Intervention programs. The College runs a specific Numeracy program in years 7 and 8 and has set up Literacy intervention programs and EAL support programs. The College also developed and funded student wellbeing programs across a number of areas.

With an increased focus on our FISO priorities in Excellence in Teaching and Learning and Positive Climate for Learning for 2017, The College prioritised spending on Professional Development and resources to programs to improve student achievement wellbeing and engagement.

The College continues to cover a shortfall in funding for utilities and associated costs in the management of our PViS partnership responsibilities.

We recognise that increased number of students enrolling in VET programs impacted on our budget planning for 2017. Our commitment to global and international programs also resulted in increased expenditure approved by School Council.

Parent contributions are lower than previous years, we finished with approximately 70% collection rate for 2017. Alkira CSEF recipients increased slightly in 2017, with 256 students/ families receiving funding.

Our strategic plan has set clear priorities for improving teacher excellence and developing a positive climate for learning that will impact on financial planning to 2020.

Our goals and targets around reading and literacy will continue to be funded and supported.

With the increase in enrolments, a facilities and resources review will take place and be costed.

Increases in the number of students using BYOD devices (required to accommodate over 1300 connections to wireless internet) forced development of project plans and budgeting forecasts to upgrade to technology services and infrastructure in the college 2017 -2020.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,768,611	High Yield Investment Account	\$1,726,353
Government Provided DET Grants	\$1,039,356	Official Account	\$166,363
Government Grants Commonwealth	\$13,552	Other Accounts	\$400,000
Revenue Other	\$808,997	Total Funds Available	\$2,292,716
Locally Raised Funds	\$725,947		
Total Operating Revenue	\$12,356,462		
Equity¹			
Equity (Social Disadvantage)	\$192,263		
Transition Funding	\$1,524		
Equity (Catch Up)	\$62,449		
Equity Total	\$256,235		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,836,299	Operating Reserve	\$348,663
Books & Publications	\$139	Asset/Equipment Replacement < 12 months	\$160,000
Communication Costs	\$47,145	Capital - Buildings/Grounds incl SMS<12 months	\$150,000
Consumables	\$229,799	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Miscellaneous Expense ³	\$1,446,840	Revenue Received in Advance	\$629,004
Professional Development	\$24,341		



Property and Equipment Services	\$163,557	School Based Programs	\$200,000
Salaries & Allowances ⁴	\$75,788	School/Network/Cluster Coordination	\$50,000
Trading & Fundraising	\$19,313	Repayable to DET	\$65,000
Travel & Subsistence	\$828	Other recurrent expenditure	\$180,000
Utilities	\$89,178	Asset/Equipment Replacement > 12 months	\$140,049
Adjustments	\$306,543	Capital - Buildings/Grounds incl SMS>12 months	\$150,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$120,000
		Total Financial Commitments	\$2,292,716

Total Operating Expenditure	\$12,239,770
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Net Operating Surplus/-Deficit	\$116,692
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Asset Acquisitions	\$0
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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