

2019 Annual Report to The School Community



School Name: Northern College of the Arts and Technology (7300)



- 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 21 June 2020 at 11:14 AM by Raffaella Galati-Brown (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.

Attested on 22 June 2020 at 02:13 PM by David Redfearn (School Council President)

About Our School

School context

The Northern College of the Arts & Technology is located in Preston, approximately 10 kilometres north of the central business district of Melbourne. The college has a broad catchment area with students coming from across Melbourne because of its specialist programs and no zoning restrictions.

NCAT caters for Year 10, VCE, VCAL and post Year 12 students seeking a specialised education in the Visual Arts, Design, Media, Photography, Performing Arts or Trades & Technologies.

At Year 10 students choose either an Arts or a Technology stream, with students also choosing a Year 11 VCE VET program from either stream. Year 11-12 students can go on to VCE, VCAL & VET programs in their areas of specialisation or interest.

In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects NCAT runs unique VCAL programs including integrated VET/VCALs in the Arts, Performing Arts and the Trades. Entry to Music and Dance programs at any level including VCAL is via audition. Similarly, students wanting to do Visual Arts or the VCAL Art Immersion program or any of the post secondary Visual Art, Design or Photography programs must present a folio of work.

NCAT is also a nationally registered training organisation delivering 25 VET programs from Certificate II to Diploma level. NCAT offers the broadest range of VET programs of any school in Victoria including unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from around Victoria.

In addition to its own full time students, NCAT is also a regional VET provider running 12 VET programs for over 550 external students from other State, Catholic and Independent schools who come to the college one day per week.

Post Year 12 students can choose from a range of programs including a Certificate IV in Visual Arts, Design, Photography & Photo Imaging, Music or Sound Production. They can also do the Certificate IV in Musical Instrument Making & Repair or the Diploma of Photography and Photo imaging and Diploma of Visual Arts.

The college has close ties with industry and tertiary institutions, and responds to regional training needs. Many of its programs have been established with the support of industry and in response to where industry is heading whether for the arts or technology. Swinburne University provides direct entry into a range of Diploma courses in Visual Arts, Design, Visual Merchandising, Interior Design & Decoration and the Certificate IV in Games Design for Certificate IV in Visual Arts and Design graduates from NCAT regardless of VCE or VCAL backgrounds. RMIT will take the top NCAT Certificate IV in Design graduates into the second year of its Bachelor of Design.

NCAT has extensive specialist facilities. This includes state of the art technology facilities including a trade training centre specialising in emerging industries as well as traditional trades; Drama, Drawing, Art, Design & Fashion studios; a dedicated Photo Imaging centre with black & white and colour processing labs and three photographic studios as well as Mac labs and iPad & Multimedia suites.

The College has just completed a \$12 million building project comprising an arts centre with retractable seating for 340 and extensive audio and lighting set up which is used by Sound Production students; new Music facilities including recital room, an industry level recording studio, 10 Music practice rooms and Music technology rooms; new Administration area, two new large dance studios and a number of classrooms.

NCAT continues to be designated by DET as an "Influence School," its rating for schools where performance is high or very high with the college acting as an influencer and system leader.

Students are highly engaged and love coming to NCAT. They enjoy being in an adult environment with peers who have the same interests. This is evidenced in the Student Attitudes to School survey responses which, as in previous years, are again well above regional and state benchmarks with students very connected to the college, happy, engaged and motivated. Similarly, the Parent Satisfaction survey results once again are well above that of the majority of other secondary schools.

The Staff School Survey results on School Climate, which demonstrates the extent to which staff are positive, actively involved in school activities and promote a culture conducive to learning, show that morale and staff being positive about the school climate continue to be well above the median for all government secondary schools. Staff work as a team to support students and enhance their learning

In 2019 NCAT had 46.6 EFT staff: 2.4 Principal class, 35.4 teachers and 9.2 Education Support Staff, and 424

students.

Framework for Improving Student Outcomes (FISO)

In 2019 the College's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Student Health and Well Being and Empowering students and building school pride. These included:

1. **Building Practice Excellence:** Aligning evidence-based professional learning to build the capacity of all teachers to target learning at students' point of need.

Using a mix of whole school and Professional Learning Team (PLT) meetings, staff professional learning focused on improving teacher's understanding and use of differentiated teaching and learning techniques as well as the continued use of effective questioning techniques to support students at their point of need. Benchmark tests were conducted for all Years 10 and 11 students as well as in Year 12 subjects. Staff continued to work on enhancing VCE outcomes through VCE PLT meetings, sharing effective strategies, analysis of VCAA VCE data sets to identify areas for improvement and through the use of Edrolo and the Elevate program to support students. New Middle Years Literacy & Numeracy funding was used to release Maths and Literacy teachers to provide support to nominated Year 10 students. The College used student surveys and peer observations to analyse staff use of these techniques and to gauge the effectiveness of the implementation and to identify gaps needing to be addressed.

2. **Student Health and Well Being:** Establish, implement and continuously monitor a whole school approach to build student resilience.

The Year 10 subject, Creating Communities, with its focus on respectful relationships, strategies for dealing with anxiety, team building etc. was extended to all Yr 10 students. As well, the Youth Support Worker was trained in Safe Minds and Mental Health Fitness. She then led whole staff Safe Minds professional development informing teachers on strategies they could use to support students with anxiety and depression and to help students become more resilient. The college also ran Bully Zero programs for all year levels to reinforce the college's zero tolerance for bullying and ensure students felt confident in speaking up on any issue related to this.

3. **Empowering students and building school pride:** Enhancing opportunities for student leadership.

Time allowance was increased for the Student Leadership Coordinator to support strengthening of student voice and agency in the college. A Student Leadership Team of 16 students elected by their peers met fortnightly meetings, elected 2 members to be on the School Council, provided input into developing school policy, set up action teams and focused on issues that affected them. They ran professional development for the whole staff on Teach the Teacher program which focused on how teachers could discuss outcomes of the student feedback surveys with their class and provided teachers with concrete suggestions/guidelines on how to lead the discussion with their students.

Regular meetings of the Technology Student Leadership Team were held to discuss issues that affected them. The Team organised a very successful fundraising activity for homeless youth involving the whole school.

General VCAL and Art Immersion teachers and students were involved in the Pilot Youth Enterprise Hub program run by the Inner Northern Local Learning & Employment Network with NCAT teachers helping to write curriculum for use by other schools. Vivienne Sercombe, the Youth Enterprise Hub Project manager was very impressed with the social enterprise activities undertaken by the NCAT students.

Achievement

As mentioned above, the 2019 School Performance Report from DET, rates NCAT as being in the "INFLUENCE" category, the highest rating for schools and given only to schools where "Performance is high or very high. This level of performance is maintained consistently over three years or is on a positive improvement trajectory with the school acting as an influencer and system leader."

The college is proud of its VCE, VCAL and VET results. The data shows that 100% of students in 2019 successfully completed their VCE, 98% successfully completed the VCAL and 97% of VET units were satisfactorily completed by students. Our VCE Mean study score was 27.1 with the college performing above the level of other secondary schools with alike student backgrounds and characteristics. Students received scores of 40 and above in VET Dance, VCE Music, VCE Music Investigations, VET Music, VET Integrated Technologies, VET Sport & Recreation and VET Engineering.

We were delighted that five students were accepted into the VCE Season of Excellence. Two VET Dance students

were selected for Top Acts, two VET Screen & Media students' animations were selected for Top Designs and one of our external VET Integrated Technology students, designed a lovely device that turns sound waves into colours which was also selected for Top Designs.

There has been a strong focus on improving VCE results through reviewing previous years' student achievement data, sharing effective strategies and ensuring students use Edrolo to support their learning. The College also provided VCE students with Elevate programs to assist them in developing effective time management, study skills and exam techniques. Equity funding was used to provide Maths aide support for Year 10, VCE and VCAL students and supplementary Literacy and Numeracy classes and literacy support for VCAL Pre-apprenticeship students.

Teacher Judgement of student achievement against the Victorian Curriculum for Yr 10 show that 89.7% of students are at or above the age expected standards in English and 88.3% of students in Maths which is above the State Median and above results for similar schools. Middle Years Literacy & Numeracy Support funding provided Literacy and Numeracy support to targeted Year 10 students.

Engagement

Positive relationships between staff and students and between students and students along with high expectations regarding behaviour and learning are the bedrock of NCAT. The college prides itself on providing a welcoming and inclusive environment in which students are treated and expected to behave as responsible young adults. Students and parents comment on the culture of acceptance and the friendliness of the college where students can be themselves, feel safe, follow their passions and not have to worry about cliques. This is evident in the fact that every year since it opened, the students' Sense of Connectedness factor in the annual Attitude to School Survey, which in 2019 was at 94.7%, is well above state-wide medians and in the top 5-10% when measured against other secondary schools.

Student attendance is excellent and well above the statewide median, with the college performing higher than other schools. This reflects both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their area of passion, be it the Arts or Technologies or a combination. Parents receive SMS for any absences and can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. Form teachers and sub-school leaders regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCAL qualifications with all students embarking on a Year 11 VCE VET subject whilst in Year 10. Year 11 and 12 students benefit from tailored individualised programs that integrate VET Arts or VET Trades/ Technology certificates within a VCE or VCAL program. Post Year 12 students can complete the Folio Preparation program which includes a Certificate IV in Design or Visual Arts. Students can also complete a Certificate IV in Music, Sound Production, Musical Instrument Making & Repair, or Photography & Photoimaging or the Diploma of Photography & Photo Imaging. These courses are also open to new post-secondary students who can apply directly or, as in the case of the Certificate IV and Diploma of Photography and Photo Imaging, via VTAC.

Twenty three of our Year 12 students in 2019 decided to continue a post-secondary course with NCAT in 2020. In terms of students exiting to further study, apprenticeships and full time employment, the figures for 2019 Year shows that of the 244 students exiting, 87.2% of students were in full time education training or employment; 4.2% were employed part time, 3.3% were looking for work and 5.3% were not seeking work.

Of the students going to university, 48% chose RMIT with La Trobe University next at 20% and the University of Melbourne/ Victorian College of the Arts third at 13%. Almost all students gained their first preference in terms of tertiary entrance. One of our students, Jaymee Doyle, was awarded a Melbourne University Scholarship to study Theatre at the Victorian College of the Arts.

Of the students choosing TAFE, the majority went to Melbourne Polytechnic, Box Hill TAFE and a range of private tertiary providers. It was great to note that 92 students gained full time employment and an additional 34 students gained apprenticeships.

The college has strong partnerships with industry as well as tertiary institutions. Maton Guitars and Cole Clark continued to employ many of our Certificate IV Musical Instrument Making and Repair (Guitar) graduates.

Wellbeing

Student engagement and wellbeing is a high priority for the college. Students are supported by form teachers, coordinators, sub school leaders and a full time Student Support Officer. There are regular student wellbeing meetings where key staff discuss student needs and strategies to support them. The Student Support Worker ran professional learning sessions for the whole staff on Safe Minds and Youth Mental First Aid to support them in assisting students to deal with anxiety and to become more resilient.

Our Student Attitudes to School survey responses are consistently well above the result for other secondary schools. Factors such as Sense of Connectedness, Stimulating Learning, Motivation & Interest, Respect for Diversity and Teacher Concern are all in the top 10-15% percentile. This indicates that students feel connected, safe and are motivated to learn, and this is evidence of the College's positive learning environment. Students and parents appreciate the college's zero tolerance of any form of bullying and this is reflected in the high level of positive responses from students in the Attitude to School Survey on the College's Management of Bullying which is well above the State median and the fact that the Not Experiencing Bullying factor at 92.1% is in the top 8% in the state when compared with other secondary schools.

Almost two thirds of the school student population is new each year and the Student Attitude to School survey results clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and the College. NCAT performs higher than other secondary schools in this regard.

The College supports and values a strong student voice and student leadership with students being able to engage in a range of student leadership activities and student led events. The College has a very strong student leadership program with students not only involved in college life, on student action teams, but also highly active on the Victorian Student SRC. Student driven events include the college formal, the Couch Fest Music and Arts Festival, and other enterprise/fundraising activities for charities as well as lunchtime activities.

Student voice is also extremely important. All teachers, as part of their Professional Development Plan, are required to obtain formal student feedback for their subjects twice a year through the online Student Feedback Survey and demonstrate that they act on this feedback. In 2019, teachers and students were involved in the Teach the Teacher Program, initiated by the student leadership team.

The College's excellence in this area was recognized with NCAT being one of three finalists for the prestigious VIC SRC's Student Voice Secondary School of the Year Award. Students presented a 2 minute video of student leadership, voice and agency at the college and were first runners up with NCAT students presented with the Finalist Award by the Minister for Education. A wonderful result!

Financial performance and position

The Equity funding was used to provide a Literacy Coordinator, Maths aide and other support staff.

Misc Expenses includes bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll. That is, staff paid for directly by the college from locally raised funds and fee for service charges to other schools for external VET students. The college spent \$1,015,414 on specialist VET teaching and support staff, and Music/ Instrumental Music staff. It also used locally raised funds to repay DET \$491,272 for which it was in deficit for staffing costs for centrally paid staff. The rest of the funds collected were used on consumables and equipment as well as capital works to support and finalise the building works being completed at the college.

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

School Profile

Enrolment Profile

A total of 424 students were enrolled at this school in 2019, 205 female and 219 male.

2 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.



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.



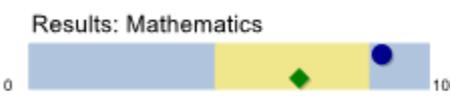
School Staff Survey

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.



Performance Summary

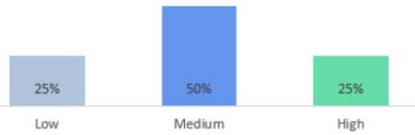
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the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

Achievement	Student Outcomes	Similar 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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>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.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>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.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>
<p>Students in 2019 who satisfactorily completed their VCE: 100% Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 94% VET units of competence satisfactorily completed in 2019: 97% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 98%</p>		

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		Above	Similar												
		Below													
Engagement	Student Outcomes	Similar 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>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>													
<p>Average 2019 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>NA</td> <td>NA</td> <td>NA</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	90 %	94 %	92 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
NA	NA	NA	90 %	94 %	92 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>		<p>No Data Available</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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>													

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison: ● Above ● Similar ● Below	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆			
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	

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		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,315,109	High Yield Investment Account	\$1,727,777
Government Provided DET Grants	\$1,392,749	Official Account	\$143,820
Government Grants Commonwealth	\$3,567	Other Accounts	\$1,952
Government Grants State	\$13,809	Total Funds Available	\$1,873,549
Revenue Other	\$1,063,984		
Locally Raised Funds	\$634,348		
Total Operating Revenue	\$7,423,567		
Equity¹			
Equity (Social Disadvantage)	\$350,775		
Equity (Catch Up)	\$25,818		
Equity Total	\$376,593		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,815,046	Operating Reserve	\$418,447
Books & Publications	\$155	Provision Accounts	\$46,000
Communication Costs	\$12,192	Funds Received in Advance	\$22,896
Consumables	\$395,727	School Based Programs	\$868,490
Miscellaneous Expense ³	\$541,884	Beneficiary/Memorial Accounts	\$170
Professional Development	\$16,865	Funds for Committees/Shared Arrangements	\$26,274
Property and Equipment Services	\$481,406	Repayable to the Department	\$491,272
Salaries & Allowances ⁴	\$1,015,414	Total Financial Commitments	\$1,873,549
Trading & Fundraising	\$3,523		
Travel & Subsistence	\$6,618		
Utilities	\$124,171		
Adjustments	\$0		
Total Operating Expenditure	\$7,413,001		
Net Operating Surplus/-Deficit	\$10,566		
Asset Acquisitions	\$181,948		

(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)

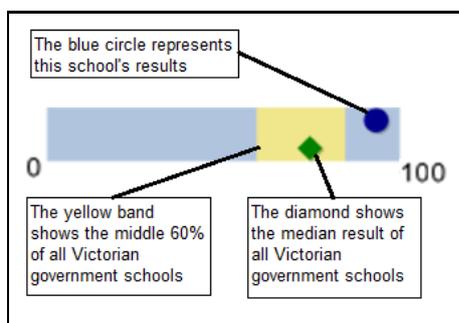
Engagement

- 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).



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.



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').