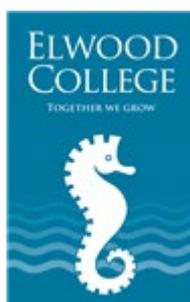


# 2018 Annual Report to The School Community



School Name: Elwood College (7810)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 March 2019 at 05:15 PM by Todd Asensio  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2019 at 03:05 PM by Wendy Dunstan  
(School Council President)

## About Our School

### School context

Our maxim Together We Grow reflects the collaborative approach to learning that is central to Elwood College. Elwood College strives for academic excellence, to be a place where all students are empowered to learn and achieve. We focus on high quality teaching practice and the best conditions for learning which equips students with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. Our values are Respect, Integrity, Care and Compassion. Our mission is to foster in students a love of learning; to build their resilience; to enable them to approach the future with optimism; and to equip students with the skills and attitudes that will enable them to be productive and responsible global citizens.

Elwood College encourages students to pursue excellence in a culturally diverse learning environment through the development of positive, respectful and cooperative relationships. We have a high expectation that students will continue onto tertiary studies with enthusiasm and confidence. We focus on developing 'future-ready' students, equipped for life beyond school in a challenging local and global environment. Independent, inquisitive learning, and global perspectives are incorporated throughout the curriculum. Classroom activities are designed to teach responsibility, leadership and collaboration. Teachers and students need to acquire the skills to quickly adapt to change, in an ever-changing world. Co-curricular programs assist build school pride, engage with students and ensure a sense of wellbeing at school. Students are expected to be active participants in a range of additional school programs including sport, music, productions, camps, intra-school competitions and student leadership.

We value the partnership between families and the college. We encourage and support parents and families to be engaged in student curriculum activities, our school culture and environment. Elwood College has developed a sophisticated transition process, Second Storey, with our feeder primary schools, and we are working on building stronger relationships between primary, secondary and tertiary education settings to provide students with a continuum of learning and a strong sense of community. We value partnerships with a range of community, educational, industry and government organisations both in Victoria and overseas.

Global citizenship is fostered through real world contexts for learning. Our diverse student population, International Student Program and Sister City relations provide opportunities for open and sustained global communication and interactions.

The Student Family Occupation Education (SFOE) index was 0.2792 in 2018. The staffing profile of Elwood College includes a Principal and Assistant Principal, 54 teachers and 13.5 full time equivalent Education Support (ES) staff.

### Framework for Improving Student Outcomes (FISO)

Throughout 2018 Elwood College teachers focused on Building Practice Excellence within the Framework for Improving Outcomes (FISO). Teachers worked in Professional Learning Teams throughout the year, with a focus on pedagogy (High Impact Teaching Strategies) and analysis of student learning data to inform planning for learning. There was a continued focus on Developmental Assessment Rubrics, and implementing consistent assessment strategies. Teachers worked in collaborative teams to moderate students' work.

### Achievement

Elwood College students continue to achieve pleasing results in both NAPLAN and VCE All Study Score. In 2018, the school appointed both a Literacy Specialist and Numeracy Specialist. Our Annual Report Performance Summary indicates 92% of students satisfactorily completed their VCE, however when taking into account International Students returning to their home country or transferring to TAFE, the completion rate is 98%. The college prides itself on an outstanding completion rate, and supporting students to transfer to appropriate study

pathways when needed.

Our VCE students performed above state mean, with a top ATAR of 99.45.

### **Engagement**

Elwood College students' Exit Destinations are indicative of a strong Pathways program focused on supporting students through their transition to tertiary studies or work. The college recognises the importance of being present at school and continues to utilise an attendance officer to support positive school attendance.

### **Wellbeing**

The School Review was conducted throughout 2018, and a comprehensive analysis of the Students Attitudes to School was undertaken. This analysis indicated that students reported feeling more connected to the school, more motivated to learn and a higher sense of confidence. Going into the next Annual Implementation Plan, the school has a focus on increasing students' agency in their learning.

### **Financial performance and position**

The college continues to operate and grow in a financially stable manner, with the Finance Subcommittee endorsing all budgets and expenditure and reporting comprehensively to School Council. The net operating deficit was planned, as it is cleared annually with disbursements from the school's International Student Program. In 2018, the equity funding was used to support student learning, specifically in literacy and numeracy. In 2018, the school completed major building works, and commenced on planning and implementing a grounds masterplan with the first stage scheduled for completion in 2019.

**For more detailed information regarding our school please visit our website at**  
<https://www.elwood.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

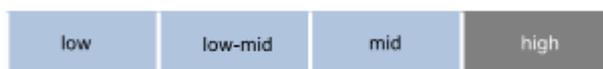
#### Enrolment Profile

A total of 782 students were enrolled at this school in 2018, 353 female and 429 male.

15 percent were EAL (English as an Additional Language) students and 1 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

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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>92%</b>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>9%</b>                      VET units of competence satisfactorily completed in 2018: <b>89%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>N/A</b></p>		

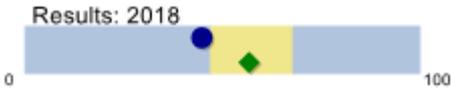
## Performance Summary

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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>91 %</td> <td>86 %</td> <td>88 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	86 %	88 %	93 %	94 %	94 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	86 %	88 %	93 %	94 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></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: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p><span style="color: lightblue;">●</span> Lower</p> <p><span style="color: lightblue;">●</span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p><span style="color: lightblue;">●</span> Lower</p> <p><span style="color: lightblue;">●</span> Lower</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,302,642	High Yield Investment Account	\$308,133
Government Provided DET Grants	\$1,474,222	Official Account	\$72,152
Revenue Other	\$60,713	Other Accounts	\$198,258
Locally Raised Funds	\$1,501,876	<b>Total Funds Available</b>	<b>\$578,542</b>
<b>Total Operating Revenue</b>	<b>\$9,339,452</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$36,342		
Equity (Catch Up)	\$27,200		
<b>Equity Total</b>	<b>\$63,542</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,604,101	Operating Reserve	\$120,048
Books & Publications	\$10,647	Other Recurrent Expenditure	\$1,675
Communication Costs	\$29,903	Funds Received in Advance	\$46,896
Consumables	\$258,942	Asset/Equipment Replacement < 12 months	\$32,000
Miscellaneous Expense <sup>3</sup>	\$1,375,488	Capital - Buildings/Grounds > 12 months	\$280,000
Professional Development	\$36,358	<b>Total Financial Commitments</b>	<b>\$480,619</b>
Property and Equipment Services	\$824,399		
Salaries & Allowances <sup>4</sup>	\$396,815		
Trading & Fundraising	\$7,336		
Travel & Subsistence	\$184,123		
Utilities	\$66,753		
<b>Total Operating Expenditure</b>	<b>\$9,794,865</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$455,413)</b>		
<b>Asset Acquisitions</b>	<b>\$22,292</b>		

- (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 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

### Engagement

- student attendance and engagement at school
- 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).

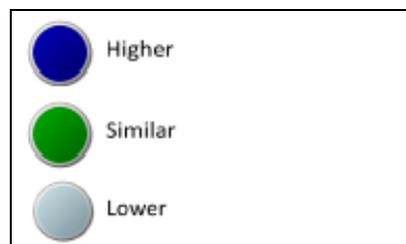


## What does *School Comparison* refer to?

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*' 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').