

2017 Annual Report to the School Community



School Name: Alamanda K-9 College

School Number: 5528

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our College

School Context

Alamanda K-9 College is situated in Point Cook and is part of the South-Western Region. The College is in a growth corridor, and as a result, has a rapidly expanding student population. 2013 was Alamanda K-9 College's inaugural year, commencing with 371 enrolled students. The College experienced significant student growth throughout the first four years and in 2017 had an enrolment of 2030 students at census date. We anticipate that this growth rate will continue in 2018 with the development of the local area. Alamanda K-9 College has a high proportion of students with English as an Additional Language (42%).

Alamanda K-9 College is committed to providing academic excellence through the implementation of a Guaranteed and Viable Curriculum. The College strives to be internationally minded, and provides a supportive, nurturing and challenging learning environment with high expectations for student success. We employ the pedagogical framework of the Education Department's Framework for Improving Student Outcomes (FISO), alongside McREL's 'Classroom Instruction that Works' to ensure the whole school implementation of research based, high yield teaching strategies.

The College's philosophy is based on the International Baccalaureate. The College is in the candidacy phase of becoming an IB accredited school. In 2017 the College began the International Baccalaureate authorization process for the Primary Years Programme (PYP) from Prep to Year 6, and became a candidate school for the Middle Years Programme (MYP) from Year 7 to Year 9. Alamanda K-9 College's aim is to develop inquiring, knowledgeable young people who are lifelong learners, great thinkers and problem solvers, ultimately becoming internationally minded individuals.

The College has a strong focus on professional development for all staff, including a large emphasis on building leadership capacity and the implementation of best teaching practice. The College focuses on professional learning around the philosophy and pedagogy of the International Baccalaureate and the research based, high yield teaching strategies as outlined in the department's FISO (Framework for Improving Student Outcomes) and HITS (High Impact Teaching Strategies), supported by McREL and Marzano's research-based instructional strategies. Alamanda K-9 College is a 1:1 school using iPads in the Primary Year and Macbooks in the Secondary College. Technology is used as a resource to engage students in their learning and to meet their individual needs. In embracing the college motto, 'Dare to be Wise', we develop our intellectual and physical capabilities, whilst displaying our moral convictions through our actions.

Framework for Improving Student Outcomes (FISO)

In 2017, Alamanda K-9 College focused on the following Initiatives, as indicated in the 2017 AIP:

1. Excellence in Teaching and Learning – Building Practice Excellence

Data from the Students' Attitude to School Survey shows Alamanda K-9 College to be in the 89th percentile in Stimulated Learning; and the Staff Opinion Survey shows Alamanda K-9 College to be at 90.4% positive endorsement in skills to measure impact and 88% positive endorsement in Monitoring effective use of data.

2. Professional Leadership – Building Leadership Teams

Data from the Staff Opinion Survey shows Alamanda K-9 College to be at 91.6% positive endorsement in Professional Learning to Improve Practice; 87% positive endorsement in Teaching and Learning – Practice Improvement domain; 94.9% positive endorsement in Collective responsibility; 84% positive endorsement in School support; and 84% positive endorsement in Collective efficacy.

3. Positive Climate for Change

Data from the Students' Attitude to School Survey shows Alamanda K-9 College to be in the 88th percentile for Year 4-6 Student Connectedness and 91st percentile for Year 7-9 Student Connectedness. The data also showed Alamanda K-9 College to be in the 85th percentile in Stimulated Learning and the 88th percentile in Sense of Connectedness for year 4-6; and 89th percentile in Stimulated Learning and 91st percentile in Sense of Connectedness for years 7-9.

Targets and achievements for 2017:

- 100% of students from prep to year 9 to achieve at or above the expected AUSVELS & NAPLAN in all learning areas by 2018. 2017 showed 99% for Literacy and Numeracy.
- 75% of students from prep to year 9 to achieve above the expected AUSVELS & NAPLAN in all learning areas by 2018. 2017 showed Literacy at 63% and Numeracy at 62%
- Improve teaching and learning variables from the Attitude to School Survey to at or above the 75th percentile by 2018. 2017 showed Teacher-student relations at 89%, 79% and 89%; Learner characteristics and disposition at 84%, 83%, 80%, 71% and 78%; and Learner characteristics and disposition at 88%, 85% and 85%.

Future directions include:

- Continue working towards excellence in teaching and learning, and positive climate for learning.

Workplace composition: This College has 170.85 equivalent full-time staff: 1 principal; 3 Assistant principals; 4 Leading teachers; 157 teachers; 4 Para-professionals and 45 education support staff

Measures that address non-attendance: contact is made with parents/guardians when students are absent. Many of our students are absent due to "family holidays", however in consultation with these families, it was found that they identify as having two homes – Australia and their country of origin. As such, students are often attending school and educational experiences whilst absent.

Achievement



At Alamanda K-9 College, learning is personalised and differentiated through goal setting using a Literacy and Numeracy continuum, individual conferencing and rigorous, ongoing assessment. Students are developing their analytical and critical thinking skills through the Primary Years Programme (PYP) and Middle Years Programme (MYP), inquiry-based approach to teaching and learning. In addition to this, the school has an emphasis on the High Impact Teaching Strategies developed by the Department of Education, Marzano research-based instructional and classroom delivery practices, Bloom's Taxonomy, De Costa's Habits of Mind, as well as digital pedagogies, which are an integral part of the curriculum. Consultants, coaches and other internal and external experts support the development of teachers and students in the areas of Literacy, Numeracy, Inquiry-based learning, as well as leadership, and instructional strategies. In 2017, teacher judgements against the Victorian Curriculum are strong and higher than those of similar schools and the state mean. NAPLAN assessments were similar in Literacy and Numeracy.

NAPLAN:

Reading Year 3 NAPLAN reading results indicated an improvement upon 2016 figures as 69% of students achieved in the top two bands. Year 5 NAPLAN reading results also demonstrate significant increase in the top two bands. Relative to the similar school groups, Alamanda K-9 College's results are above primary schools with similar characteristics, sitting at 49% compared to 42%. Year 7 NAPLAN reading data also has shown a significant increase from 2016 to 2017 as the percentage of students achieving the top two bands increased from 19% to 35%. In terms of relative growth from Years 5-7, in the domain of reading, indicated that 80% of Alamanda K-9 College students experienced medium to high growth, while Year 9 students significantly decreased the percentage of students in the bottom two bands, with a decrease from 20% in 2016 to 9% in 2017, which is a significant improvement against similar schools, which are sitting with 34% of their students operating at the bottom two bands.

Writing Year 3 NAPLAN writing results retained high results from 2016 to 2017 and were above the state and similar school average, with 76% of the students achieving in the top two bands. Year 5 NAPLAN writing results were well above, in relation to the similar schools group, with 34% of the students operating at the top two bands compared to 25% for similar schools and 18% for the state. Year 7 NAPLAN writing results, within the top two bands, also demonstrated a significant increase from 16% in 2016 to 31% in 2017 and in comparison, to similar schools which had 14% in the top two bands. Year 9 NAPLAN writing results also indicated a significant reduction in students operating in the bottom two bands as it reduced from 50% in 2016 to 13% in 2017. Overall in the domain of writing, relative growth between Years 3-5, 5-7 and 7-9 indicated significant increases, as 83%, 87% and 94% of students experienced medium to high growth, when compared to state averages of 74%, 72% and 71%, respectively.

Numeracy Year 3 NAPLAN numeracy results indicate that Alamanda K-9 College is well above the results for similar school groups, demonstrating that 70% of the students are operating at the top two bands, which is a significant increase from 2016 where 50% of the students were performing in the two top NAPLAN bands. Year 5 results demonstrated similar trends with 45% of students in the top two bands, compared to like schools at 38% and state at 31%. Year 7 Numeracy also indicated a similar trend as it demonstrated significant increase from 22% in 2016 to 43% in 2017. Students operating at the bottom two bands also reduced from 22% to 7%. Students operating at the top two bands for the Year 9 cohort demonstrated significant increase from 11% in 2016 to 20% in 2017.

Relative growth between Years 5-7 indicated that 80% of our students experienced medium to high growth, which is significantly higher than the state and similar school average of 73%.

Engagement

Students at Alamanda K-9 College are highly engaged and connected at school to the rich curriculum and have many opportunities to display their achievements and talents in a range of pursuits. Feedback from parents, teachers and staff indicates strong student teacher relationships and strong peer relationships. Within the 2017 School staff opinion survey, 98% of staff shared the belief that student engagement is the key to learning. The 2017 parent opinion survey indicated that student and parent engagement is very strong within the College, with 84% of parents feeling positive about school support and 89% of parents feeling comfortable in approaching the College with any concerns they may have.

The student attitudes to school survey indicated by the teaching and learning data in Year 5 and 6 that student engagement has remained at a high level, and has significantly improved in Year 7 to 9 throughout 2017. Through in-house professional learning, all staff were trained in the use of the WA First Steps continua to support students in setting challenging learning goals. These goals provide a clear focus for students to ensure that they are working in their zone of proximal development. To support stimulated learning, all new staff were trained in McREL's Classroom Instruction That Works (CITW), with staff focusing on setting effective learning intentions and providing timely feedback for students. 100% of students worked on and set personalised literacy and numeracy goals, with 97% of staff promoting student ownership of their learning goals and progress. This resulted in significant improvements in stimulating for students in Year 5 – 9, as reflected in the attitudes to school survey. Students use their personal learning continua to support goal setting and provide students with a scope and sequence for their learning.

Alamanda K-9 College views building teacher capacity as a vital step to ensure all students are engaged in their learning. The staff opinion survey in 2017 indicated that the school climate is very strong, with 84% of staff feeling positive about school climate, compared to the state average of 69%. Within the staff opinion survey, 84% of staff indicated they feel collective responsibility towards upholding our school mission and vision, with 98% of staff having a genuine interest in improving their practise in line with the school's goals. In order to set high expectations for all students, 100% of staff participated in in-house professional learning around implementing the High Impact Teaching Strategies (HITS), developing an understanding of how best to improve student learning in classes, allowing them to plan effectively within their teams, therefore improving student engagement. Through the use of the PYP/MYP framework, staff provide students with the opportunity to extend and apply their knowledge, generating and testing hypothesis and identifying similarities and differences. In consultation with the students, teachers plan Units of Inquiry centred around relevant worldly topics and student agency. To engage student learning, teachers encourage students to research their interests and to take further action around their personal connections to the Unit of Inquiry.



Wellbeing

Alamanda K-9 College has a strong commitment to student wellbeing, health and safety and has dedicated a significant amount of resources into this area. The school environment is stimulating, engaging, safe and orderly, children have a positive attitude towards school. Staff are seen as positive role models in terms of relationships, actions and behaviour. There are strong staff and teacher-student relationships at every level, and parents have very high expectations and aspirations for their children. Alamanda K-9 College follows the challenging framework of the PYP and MYP. The PYP and the MYP prepares students to become open-minded and curious lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. Students undertake inquiry tasks that allow them to make practical connections between their studies and the real world. These inquiry tasks are formed through student agency and voice, where students and staff collaborate to form wonderings about what is relevant, engaging, challenging and significant to students. This model is inclusive to students of all interests and academic abilities which empowers students to drive their learning alongside their teacher. This framework aides the development of well-rounded students who are able to respond to challenges with optimism and conviction. Students also set personal learning goals which allows students to gain confidence in their capabilities which in turn increases their motivation.

Individual Learning Plans and Peer Support Groups are provided to students with additional learning needs. The IB Learner Profile, Attitudes and Values are used as the basis of essential agreements and defining expectations. The PYP and MYP Approaches to Learning skills are embedded in documents as part of the unit planning process. The College is implementing a whole school approach to restorative conversations and practices.

Our Primary School operates within an inclusive framework model, where classrooms are structured around social and academic inclusion. All students are involved in the process of creating a classroom essential agreement, which is focused around the language of the PYP learner profile and attitudes. There is a strong emphasis on mutual respect and understanding between students and teachers, as a result of all primary and secondary staff being trained in Restorative Practices as a whole-school focus for student wellbeing. Our Middle School is organised into homerooms to allow students to connect with their homeroom teacher every morning. This is an important aspect of our school as students complete a pastoral care program as well as addressing the news and discussing any current events or concerns. The pastoral care program entails student organisation, attitudes to learning, the learner profile, essential agreements, student wellbeing and current problems affecting our youth such as managing stress and anxiety. The Middle School also has two wellbeing coordinators ensuring students are safe, supported and encouraged in their school. In addition, students also complete a Respectful Relationships Unit in their health class which covers many topics involving gender, relationships, power and violence. ICT cyber safety programs were implemented to help improve student safety and student distress. Alamanda K-9 also access other services such as Next Door Psychology and OnPsych when a student and their family feel that their child would benefit from speaking to a psychologist. Alamanda also actively collaborates with speech therapists and occupational therapists who the family have employed to support their children. Furthermore, student support services and Alamanda College work together to provide a range of facilitated groups to further support children with social and emotional wellbeing, these include a grade 6-7 transition program, social skills groups, personal safety and resilience and coping skills.

Alamanda K-9 College saw a significant increase in the Attitudes to School Survey in 2017. Our Attitudes to School Survey in 2017 saw a noticeable increase in a majority of areas from the previous years from grade 4-9. Students sense of connectedness in years 4 through to 9 was in the fourth quartile, obtaining 88% in the primary and 91% in the middle years. Alamanda also obtained percentiles in the mid-high 80s for student voice and agency which reflects the focus of the school. In the primary years, there is a significant respect for student diversity (82.5%). Students cognitive engagement reflects a high percentile rate of differentiated learning and engagement in the classroom (86.5%). In the middle years, students sense of school safety and having an advocate at school measured at 94%. The effort the school puts into the grade 6-7 transition program was reflected in the Attitudes to School Survey results obtaining 91%. Alamanda College also experienced an overall reduction in our absences when comparing our 2016 to 2017 absence data. Our middle school absence data also indicated that we were well below similar schools when comparing our student absences in all categories.

Alamanda College is a Child Safe school, where priorities have been met to ensure that we are compliant with all seven safety standards outlined by the department of education. This is an ongoing focus for the school with continuing discussions within professional learning communities to ensure student safety and wellbeing.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 2027 students were enrolled at this school in 2017, 975 female and 1052 male.</p> <p>42 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>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Higher</p> <p> Higher</p>



(Primary Year Levels)

Performance Summary

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

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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>41%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	50%	28%	Numeracy	39%	41%	20%	Writing	17%	50%	33%	Spelling	29%	56%	15%	Grammar and Punctuation	22%	52%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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(Primary Year Levels)

Performance Summary

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

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" data-bbox="553 913 1036 1003"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>86 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	90 %	91 %	91 %	92 %	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> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	90 %	91 %	91 %	92 %	92 %	91 %										



(Primary Year Levels)

Performance Summary

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

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>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>	



(Secondary Year Levels)

Performance Summary

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

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> Higher</p> <p> Higher</p>



(Secondary Year Levels)

Performance Summary

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

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>	<ul style="list-style-type: none"> ● Similar ○ Lower ○ Lower ○ Lower



(Secondary Year Levels)

Performance Summary

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

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" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>92 %</td> <td>90 %</td> <td>87 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	87 %	NA	NA	NA	<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 %	87 %	NA	NA	NA									
<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>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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												



(Secondary Year Levels)

Performance Summary

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

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>● Higher</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>● Similar</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)

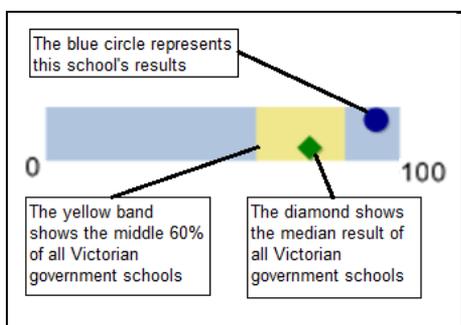
Engagement

- 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).

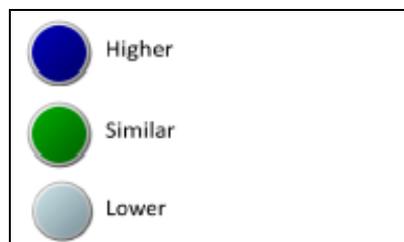


What does *School Comparison* refer to?

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

Alamanda K-9 College continues to improve facilities and resources to meet the needs of students currently enrolled. Our financial performance and financial position at the end of 2017 is summarised in the table above. In 2018 the surplus of **\$1,950,099** will be used to build a gymnasium complex enabling access for our primary and secondary students to an undercover sports facility.

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	\$12,292,107	High Yield Investment Account	\$114,805
Government Provided DET Grants	\$4,602,738	Official Account	\$152,196
Government Grants Commonwealth	\$21,928	Other Accounts	\$1,683,097
Revenue Other	\$337,615	Total Funds Available	\$1,950,099
Locally Raised Funds	\$2,482,517		
Total Operating Revenue	\$19,736,905		
Equity¹			
Equity (Social Disadvantage)	\$62,227		
Equity (Catch Up)	\$18,961		
Equity Total	\$81,188		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,060,454	Operating Reserve	\$1,090,140
Communication Costs	\$39,054	Asset/Equipment Replacement < 12 months	\$300,000
Consumables	\$723,100	Maintenance - Buildings/Grounds incl SMS<12 months	\$109,959
Miscellaneous Expense ³	\$2,268,538	Asset/Equipment Replacement > 12 months	\$450,000
Professional Development	\$84,218	Total Financial Commitments	\$1,950,099
Property and Equipment Services	\$2,371,464		
Salaries & Allowances ⁴	\$1,104,023		
Trading & Fundraising	\$74,545		
Utilities	\$139,701		
Total Operating Expenditure	\$17,865,098		
Net Operating Surplus/-Deficit	\$1,871,807		
Asset Acquisitions	\$12,084		

(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.