

# 2016 Annual Report to the School Community



School Name: Camperdown College

School Number: 6259



Name of School Principal:	Cherie Kilpatrick
Name of School Council President:	Darren Maskell
Date of Endorsement:	26 <sup>th</sup> April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Camperdown College is a co-educational multi-campus P-12 school in south-west Victoria.

2016 was the second year of the school's new strategic plan and the core work of building a highly effective Professional Learning Community continued, in order to achieve consistency and excellence of outcomes. The 2016 student outcomes and opinion data confirmed that strong progress was made over the course of the year.

Particularly positive outcomes in 2016 can be seen in the school's attendance data, numeracy learning gain, VCE mean study score, attitudinal data, and Year 5/6 student safety perception data.

Community confidence in the school was reflected in a steady intake from kindergarten into prep, excellent retention of students from the Junior to Senior Campus at the end of Year 6, and steady enrolment enquiries across all year levels.

#### ***Our mission:***

Camperdown College will provide exemplary teaching and learning programs within excellent facilities which foster school pride, aspiration and persistence to achieve high levels of learning for all students.

#### ***Our vision:***

Camperdown College will be a high performing school that produces graduates well equipped to succeed beyond school and contribute actively to the community.

#### ***Our values:***

##### **Excellence**

The classroom is a place where we actively participate and strive for personal best.

The way we behave shows we are proud of our school, ourselves and our family.

##### **Respect**

We treat others as we would like to be treated.

We value individuality and cultural diversity.

##### **Responsibility**

We take responsibility for our own behaviour and understand the logical consequences that follow.

We are accountable for our learning and the learning of others.

##### **Caring**

We care for self and others.

We take care of our own and others' personal property and space, playing and working safely at all times.

##### **Honesty**

We are honest, sincere and seek the truth.

We give and seek fair and constructive feedback.

### Framework for Improving Student Outcomes (FISO)

**During 2016, Camperdown College focused on the two key FISO initiatives of:**

**Curriculum planning and assessment:** embedding a culture of curriculum planning, assessing the impact of learning program and adjusting them to suit individual student needs.

**Building leadership teams:** strengthening succession planning and developing the capabilities of the leadership team in using evidence.

These complementary initiatives saw teacher work galvanized around collaborative team structures and practices, the implementation of the Victorian Curriculum in the form of guaranteed and viable essential learnings expressed to students as 'I can' statements, close monitoring of students' learning growth and teaching to point of need, and the documentation and implementation of a school-wide approach to intervention. The introduction of the online



communication tool Compass reflected a school-wide focus on improving the timing and quality of feedback to students, and protocols were developed and trialled for the implementation of teacher observation (peer feedback) and Pivot student surveying (student to teacher feedback) in 2017.

In 2016, Equity Funding was used to support collaborative team planning to build teacher capacity and shared accountability for outcomes, and provide tailored support and intervention to close the achievement gap.

## Achievement

In 2016, all teachers worked in collaborative teams to plan and teach for high levels of learning for all students. The progress of each student was closely tracked and the impact of strategies evaluated to determine future directions for individuals and groups. The mantra of 'We haven't taught it unless the students have learnt it' provided direction and accountability.

All Year 12 students undertaking VCE at Camperdown College in 2016 successfully acquired their certificate and this is consistent with the excellent completion rate of previous years. VCE outcomes were again strong, with the Camperdown College mean study score of 29.62 again exceeding the state mean, consistent with the pattern over four years. The percentage of study scores of 40 and over was 5.4%, representing a pleasing increase on previous years. Subjects in which the school mean was higher than the state mean included English, Health and Human Development, Physical Education, Further Mathematics, Geography, and VET Sport and Recreation. The Year 12 Geography results were particularly notable, with a mean study score of 37.40 and two of the five students receiving study scores of 40 or above. All students completing a Year 12 subject during Year 11 obtained an above average study score, with many of these students achieving scores in the mid and high thirties. In English, 67% of students achieved scores at or above 29 compared with 47% state-wide. Excellence and consistency across subject areas remains a priority and teacher networking, collegiate support, professional learning and succession planning are all key components of our school-wide efforts to secure the best possible results for our students.

Teacher judgments of students' achievement levels at the end of 2016 showed the percentage of Prep to Year 6 students working at or above the expected level in English and Mathematics was similar to the state, with value adding evident in the school results exceeding the predicted score. Similarly, in NAPLAN (national literacy and numeracy) testing, the percentage of Camperdown College Year 3 and 5 students in the top three bands was similar to the state in Reading and Numeracy, with performance in Year 3 numeracy defying the school's four year trend and exceeding the state in this measure. Learning gain was particularly strong in Year 3-5 numeracy, with 32% of students showing high gain in NAPLAN over the two year period, and only 5% (compared to 25% state-wide) showing low gain. Learning gain in Year 3-5 writing and spelling was less satisfactory, providing an opportunity for teaching teams to increase support and build teacher practice in these areas.

In secondary year levels, teacher judgments showed the percentage of Year 7 to 10 students working at or above the expected level in English and Mathematics was similar to the state, with more students achieving or exceeding the expected standard in English than in Mathematics. In NAPLAN, the percentage of Camperdown College Year 7 students in the top three bands was higher than the state, with the numeracy results being much stronger than the school's four year trend. The percentage of Year 9\* students in the top three NAPLAN bands was lower than the state however school results exceeded the predicted score in Reading. Year 5-7 learning gain was strong in reading, writing and numeracy, with less growth evident in spelling, grammar and punctuation. Year 7-9 learning gain was particularly strong in writing, with a third of the students showing high gain. In Year 7-9 numeracy, only 9.1% of Camperdown College students (compared to 25% statewide) showed low gain. *\*NB: The small size of the Year 9 cohort relative to the Year 3, 5 and 7 cohorts is a factor in interpreting the 2016 data.*

Across the school, there are opportunities to evaluate and improve practice in spelling, grammar and punctuation, with growth data in these areas being less strong than in reading and numeracy. A school-wide Numeracy Improvement Plan commenced in 2014 and the strong 2016 student outcomes affirm the impact of changed practice. The Getting Ready in Numeracy (GRIN) program was shown to build confidence and skill in mathematics for most participating students at each campus, and a Fountas and Pinnell reading intervention program provided additional support for a select group of primary students.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
   Victorian Curriculum
  A Combination of these



## Engagement

While the school's attendance data compares favourably with other schools, improving school attendance remains an absolute priority due to the proven link between school attendance, engagement and positive learning outcomes. The mantra of 'On time, every day, ready for learning' continues to dominate formal and informal school-home communication. The percentage of students with 20 or more absences was 13% in Prep-Year 6 (compared to 21% in similar schools) and 18% in Years 7-12 (compared with 32% in similar schools). Students with excellent attendance are publicly acknowledged and their efforts celebrated, and school leadership engages closely with families and outside agencies where students are at risk of falling behind due to a high absence rate or chronic lateness. In 2017 we will continue to make every effort to remove barriers that impact on our students' ability or inclination to attend school every day.

Cultivating strong and respectful relationships across the school community remains a cornerstone of our student engagement efforts, coupled with the implementation of programs and learning experiences that challenge and support students to explore their talents, aspire for excellence, and achieve success through effort. In designing learning cycles, teachers are required to articulate to students and parents via Compass what the learning outcomes and success criteria look like, to ensure that students understand the requirements and are well placed to succeed. The shift from end of semester to progressive reporting in 2016 assisted teachers to provide 'real time' formative feedback during learning cycles, as well as regular snapshots of a student's learning behaviors that lay the foundation for success. It is anticipated that, over time, this improved transparency will enhance students' engagement in their learning and provide evidence and motivation for the setting of learning goals.

While the percentage of students remaining in the school from Years 7 to 10 was similar to like schools, the percentage was lower than the four year trend and retention (real and apparent) continues to be a strong priority for the school. The destination data contained within this report relates to 2015 and shows the percentage of students from Years 10 to 12 going on to further studies or full-time employment was similar to the four year trend and lower than in like schools. Close monitoring of post-school destinations to ensure accuracy, and strategies to lift educational aspirations and remove barriers to participation, will continue to be priorities in 2017.

The percentage of Year 12 students undertaking at least one Vocational Education and Training (VET) unit of competence was 40% in 2016 and the percentage of VCAL credits satisfactorily completed was 91%. The College continues to offer tailored senior pathways and provide rigorous, authentic projects to enhance the VCAL program and connect students to their community.

The 2016 Parent Satisfaction and School Staff surveys again indicated a high level of satisfaction with the school. The College continues to survey a broad cross section of parents and encourage maximum participation in this annual survey. The parent general satisfaction rating was at percentile 90.7; while results for 12 of the 17 categories were in the top quartile for P-12 schools and the remainder in the third quartile. The areas of highest satisfaction were transitions, student safety, school improvement, reporting and parent input. The greatest improvements were in student safety and reporting. Similarly, the results from the School Staff Survey again exceeded the results for other P-12 schools.

## Wellbeing

The Year 5&6 Attitudes to School data continues to show annual improvement, with the 2016 school mean exceeding the state mean in the student safety and wellbeing indicators. The Year 7-12 Attitudes to School data was again extremely positive, with the mean scores being considerably higher than the state, ranging from percentile 89.1 to 97.4, reflecting a very high level of student satisfaction with their school experience.

In 2016 the College continued a Breakfast Program at each campus and maintained the Sporting Schools program for primary aged students. Both programs were very well subscribed. The Policy sub-committee of School Council updated a range of policies relating to student wellbeing including Administering Medicine at School, Anaphylaxis, First Aid, Mandatory Reporting, Supervision of Students, Working with Children Check Procedure, Care Arrangements for Ill Children at School, and Sun Smart. The College again engaged support from South-west Healthcare to develop policy and strategies, and implement the Department's Healthy Eating guidelines through a revised canteen menu. Camperdown College implemented processes and strategies in line with the child safety standards as specified in Ministerial Order No. 870. This included developing and publishing a Child Safety Statement of Commitment and Code of Conduct.

Celebration of Learning assemblies at the end of each term again brought students, staff and parents together to reinforce school values and acknowledge success. Building and nurturing supportive, respectful relationships and a strong sense of school pride and community underpin the College's approach to student engagement and wellbeing.



In 2017, student wellbeing will become a curriculum priority as we explore programs and approaches relevant to personal and social learning. In line with these efforts, the lunch-time activities program will expand to provide further opportunities for support, enrichment and relationship building.

For more detailed information regarding our school please visit our website at  
<http://camperdowncoll.vic.edu.au>



## Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 272 students were enrolled at this school in 2016, 123 female and 149 male. There were &lt; 10% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three 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 year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



**(Primary Year Levels)**

**Performance Summary**

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

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



**(Primary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>63%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>37%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>22%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	45%	25%	Numeracy	5%	63%	32%	Writing	47%	37%	16%	Spelling	67%	22%	11%	Grammar and Punctuation	28%	44%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	45%	25%																							
Numeracy	5%	63%	32%																							
Writing	47%	37%	16%																							
Spelling	67%	22%	11%																							
Grammar and Punctuation	28%	44%	28%																							



(Primary Year Levels)

**Performance Summary**

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

Engagement	Student Outcomes	School Comparison														
<p><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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>96 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	92 %	95 %	96 %	90 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	92 %	95 %	96 %	90 %										



(Primary Year Levels)

**Performance Summary**

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>



(Secondary Year Levels)

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><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>Higher</p> <p>Higher</p> <p>Lower</p> <p>Lower</p>



**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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="background-color: blue; border: 1px solid black; border-radius: 50%; display: inline-block; width: 15px; height: 15px;"></span> Higher</p> <p><span style="background-color: blue; border: 1px solid black; border-radius: 50%; display: inline-block; width: 15px; height: 15px;"></span> Higher</p>
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>40%</b>                      VET units of competence satisfactorily completed in 2016: <b>86%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>91%</b></p>		



**(Secondary Year Levels)**

**Performance Summary**

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

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 824 1034 922"> <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>93 %</td> <td>92 %</td> <td>84 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	84 %	89 %	93 %	93 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	84 %	89 %	93 %	93 %									
<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: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</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.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Lower</p> <p> Lower</p>												



(Secondary Year Levels)

**Performance Summary**

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

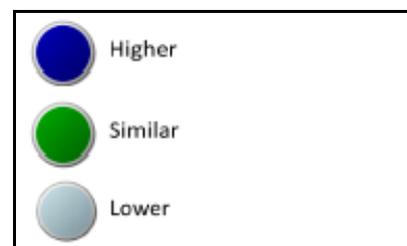
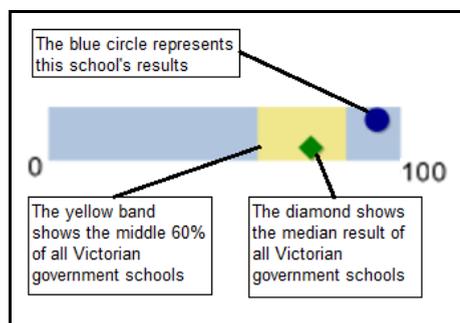
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

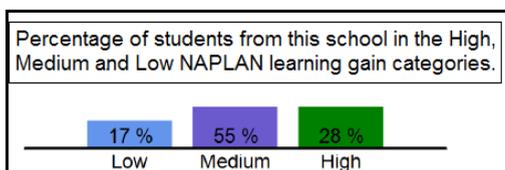
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Funds accrued in previous years and brought forward into 2016 (not shown below), along with significant funds raised through the Parents and Friends Association, once again enabled School Council to invest in capital works. The installation of a new playground at the Junior Campus was a key achievement. Camperdown College finished the 2016 year in a sound financial position showing an overall surplus. The College has continued to maintain a healthy operating reserve.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,399,704
Government Provided DET Grants	\$589,555
Government Grants Commonwealth	\$30,166
Government Grants State	\$9,725
Revenue Other	\$103,126
Locally Raised Funds	\$272,347
<b>Total Operating Revenue</b>	<b>\$4,404,623</b>

Expenditure	
Student Resource Package	\$3,329,051
Books & Publications	\$9,708
Communication Costs	\$15,555
Consumables	\$193,851
Miscellaneous Expense	\$165,429
Professional Development	\$23,392
Property and Equipment Services	\$254,719
Salaries & Allowances	\$184,399
Trading & Fundraising	\$91,102
Utilities	\$60,927

**Total Operating Expenditure** **\$4,328,132**

**Net Operating Surplus/-Deficit** **\$76,491**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$526,760
Official Account	\$15,979
Other Accounts	\$20,082
<b>Total Funds Available</b>	<b>\$562,821</b>

Financial Commitments	
Operating Reserve	\$147,805
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,849
Beneficiary/Memorial Accounts	\$20,082
Revenue Received in Advance	\$1,890
School Based Programs	\$240,906
Other recurrent expenditure	\$38,163
Maintenance -Buildings/Grounds incl SMS>12 months	\$73,126
<b>Total Financial Commitments</b>	<b>\$562,821</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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