

2019 Annual Report to The School Community



School Name: **Mallacoota P-12 College (3515)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2020 at 11:40 AM by Tim Cashmore (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 November 2020 at 03:46 PM by Dani Morris (School Council President)

About Our School

School context

Mallacoota P-12 College serves a small vibrant community in Victoria's Far East. Our purpose is to maintain a happy learning community where students from Foundation to Year Twelve can achieve their full potential in a unique social and natural environment. Our SFOE Index was confirmed at 0.3532. Our College staff in 2019 was made up of a full time Principal and 18 teachers teaching 13.13 positions, including an Assistant Principal who teaches 0.4. and A primary Maths Specialist at 0.5 We also have 11 Education support Staff in 7.1 full time positions and a School Nurse at 0.5. We had 122 students involved in two Early Years learning areas and Years 5 to 10 as a Middle School, and Years 10 to 12 in our Later Years VCE, VET and VCAL programs.

The School's last Review Recommendations and Strategic plan began in 2018 . We have established our new Values of Respect, Learning and Striving.

The college has continued to focus on further developing best teaching practice and student pathways, based on the expansion of an ICT rich curriculum that fosters engaged learning, deep understanding of fundamental concepts and prepares students to become active, responsible learners. The major focus of our professional learning is working on our Reestablishing our Values and our curriculum delivery and pedagogy. We are continuing to develop our Teaching Coaching program using our Agreed Teaching Framework and Coaching model. Continued development of building capacity in classroom practice will continue and be focused on as part of our Strategic Plan. The implementation of the Victorian Curriculum F-10 has continued. We have attempted to continue development of our School Council sub committees has been an important factor. This will continue. Students who require additional assistance across all year levels are identified and supported through individual learning plans and specialist ES support. Of note is the continued increase in secondary Individual Learning Plans. The college has a broad model of Victorian Curriculum delivery from foundation to year ten. In the primary years, students are introduced to specialist programs in art, music, library skills and physical education. Our college and community are proud to provide a personalised pathway for all students. The college is continuing to offer our VCE program, supported by virtual platforms like Edrolo and our expanding VET and VCAL Programs, for our later year students where considerable resources and planning are focused on effective delivery.

Framework for Improving Student Outcomes (FISO)

In 2019, our major priorities were:

Collaboratively develop a new set of School VALUES

To design and implement and embed School Wide Positive Behaviours and Respectful Relations.

Continue to develop an evidence based instructional model that is consistently implemented, documented and evaluated. We have an established Teaching Framework. and work with Network focusing on Curiosity continues to skill staff

Professional learning and pedagogy will be collaborative and informed by the collection, analysis and evaluation of student data. Work with Network focusing on Curiosity continues to skill staff

Our School Teaching Staff Coaching Program continues with all Staff leading Coaching Observation and Feedback. Principal Coaching support is adopted by all teaching Staff with reflection and feedback aligning in support of Performance and Development.

Continuation of a BASTOW Primary Maths Coach.

Enhance Student Voice, Leadership and Agency. The Implementation and embedding strategies of our new Values Students leaders exert influence around rules, policies and facilities through formal feedback processes and decision making forums.

Focusing on The Area reading Strategy. Excellence in Teaching and Learning with initiatives in Curriculum Planning and Assessment. We continued to successfully implement the Victorian Curriculum from Foundation to Year 10 in 2018.

Leadership, Staff, Student and Parent surveys and feedback

Strategic Planning recommendations focus on Curriculum development through The Early and Middle Years.

Our Pathways and Destinations Program will be individually case managed giving greater and more relevant focus of

student subject selection and Pathways into VCE, VCAL and VET.

Achievement

Please note that small cohorts can skew results.

When combining Primary Teacher Judgement and NAPLAN results we are around the median score for our Primary area and within the range of 60% of government schools. The four year average Reading results in NAPLAN Year 3 have moved above in the middle 60% range of all schools. The Literacy and Numeracy results in NAPLAN for Year 3 2019 display similar progress with Numeracy being a flag for improvement, The appointment of a primary Numeracy Specialist is a strategic response here,. The Year 5 4 year 2019 Reading in Numeracy results are in the lower quartile but still fall within the 60% of all schools. Learning Gain 3-5 falls within normal range.

Our secondary results in teacher assessments and NAPLAN continue to display steady results in English and Mathematics both in the current 2019 year and within the four-year average. Although Secondary maths needs further investigation. Please again be very aware of small cohorts for individual years data can often skew some results. The four-year trend is a better indicator. Our learning gain demonstrates strong development.

Our VCE results over a four year average is a real highlight.:

Cohort data for Mallacoota P-12 college is a little contestable as our numbers are very small. NAPLAN results that our staff are currently working on is The Learning Gain i.e. a similar cohort in Year 7 2016 and their comparative results in Year 9 2019. This is a continued planning tool for us. .

Engagement

We have improved our attendance overall at Mallacoota P12 with pleasing results especially in our Later Years. Our Primary student absence 2019 is improving slightly and falls within the 60% of Government Schools. Our Secondary student absence 2019 brings us to the median of all Secondary Government Schools. Whilst we need to consider our remoteness in this context This data even with better technical assistance is a vast improvement and cause for celebration. Mallacoota P12 has and will continue to place high priority in improving student attendance and punctuality as reflected in our Strategic Plan. We will be instigating a better collection of data using Edvals, a better system of coding and stronger personal and electronic parent contact on absence and punctuality to focus on better attendance and punctuality data.

Wellbeing

Our attitude to schools survey results still places us in the lower quartile at Primary level. This is particularly noticeable in the Later Primary Years Survey. The particular survey has been investigated and the appropriate actions and strategies have been implemented. In the Later Years School Connectedness, Stimulating Learning and Student Motivation will again continue to be a focus within the next stages of planning. The school has continued to respond with Targeted Focus Groups that have given us authentic feedback and direction

Through our 2020 AIP we will continue to implement a number of different surveys to gather more data especially in relation to connectedness to peers and working with our school nurse in further developing, with our student engagement sub-committee further examining strategic plans to improve this area.

Our Secondary Attitudes to School survey also displays a slight drop in Connectedness to School. We are continuing to use other data measures in the Pivot survey which gives teachers classroom feedback on their performance, built into their PDP's and the instigation of the Learning Curve platform to support Student Wellbeing has been well received.

Our Student Retention displayed a good result for 2019.

Both our staff and parent surveys remains just within the middle 60% of Victorian Government Schools.

Targeted support from School Leadership and School Council will be a continuing focus.

Financial performance and position

The school is in a financial healthy position, with a surplus showing at end of year.

Our CRT expenditure continues to be quite large and is expected to be so, again this year. Staff absence is often lengthy due to the distance required to travel for many medical, wellbeing and personal appointments, as well as Professional Development opportunities.

In 2019 we received funding for Sporting Schools each term. We also received Equity and Inclusion funding, which assisted in the provision of targeted classroom support from ES officers .

We continue to spend money on maintaining old and tired buildings, with roof leakage, drainage and damaged flooring and concrete becoming of major concern. We are also committing funds for the upgrade of our large school bus, integral to our school program as there is no alternative to transport our students out of Mallacoota. There has been an upgrade of our Portable classrooms.

We have maintained our term deposits as a cushion against possible decline in enrolments, although future predictions look stable for the foreseeable future.

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

Enrolment Profile

A total of 121 students were enrolled at this school in 2019, 70 female and 51 male.

ND were EAL (English as an Additional Language) students and ND 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

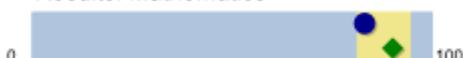
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </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: ◆

Key: Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>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> <p>Below ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>57%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	29%	29%	Numeracy	43%	57%	0%	Writing	50%	33%	17%	Spelling	29%	57%	14%	Grammar and Punctuation	29%	57%	14%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	89 %	93 %	92 %	90 %	<p>Similar school comparison not available</p>
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(Primary Year Levels)

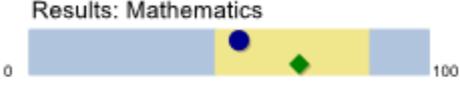
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison: Above Similar Below

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

(Secondary Year Levels)

Performance Summary

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

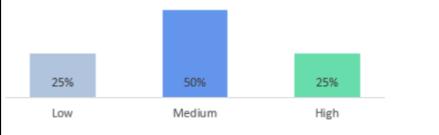
Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: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

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 14 % Low, 43 % Medium, 43 % High</p> <p>Numeracy 71 % Medium, 29 % High</p> <p>Writing 67 % Medium, 33 % High</p> <p>Spelling 14 % Low, 71 % Medium, 14 % High</p> <p>Grammar and Punctuation 14 % Low, 43 % Medium, 43 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **N/A**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **95%**
 VET units of competence satisfactorily completed in 2019: **72%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96%**

(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: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>												
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Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	93 %	90 %	86 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												

(Secondary Year Levels)

Performance Summary

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

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,347,974	High Yield Investment Account	\$181,112
Government Provided DET Grants	\$407,972	Official Account	\$18,088
Government Grants Commonwealth	\$10,150	Other Accounts	\$0
Government Grants State	\$4,200	Total Funds Available	\$199,200
Revenue Other	\$10,040		
Locally Raised Funds	\$126,051		
Total Operating Revenue	\$2,906,387		
Equity¹			
Equity (Social Disadvantage)	\$14,323		
Equity (Catch Up)	\$6,564		
Equity Total	\$20,887		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,226,581	Operating Reserve	\$94,521
Books & Publications	\$1,913	Other Recurrent Expenditure	\$10,054
Communication Costs	\$8,610	Provision Accounts	\$10,995
Consumables	\$74,819	Funds Received in Advance	\$35,861
Miscellaneous Expense ³	\$108,063	School Based Programs	\$2,200
Professional Development	\$3,230	Total Financial Commitments	\$153,631
Property and Equipment Services	\$155,703		
Salaries & Allowances ⁴	\$207,861		
Trading & Fundraising	\$17,569		
Travel & Subsistence	\$23,971		
Utilities	\$22,955		
Total Operating Expenditure	\$2,851,274		
Net Operating Surplus/-Deficit	\$55,113		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

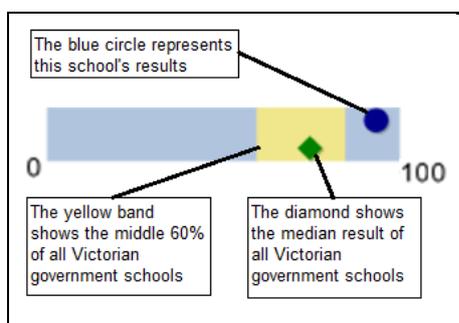
Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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