

2018 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 04:38 PM by Tim Cashmore
(Principal)

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

Attested on 29 April 2019 at 01:39 PM by Cate Tregellas
(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 0.3953. Our College staff in 2018 was made up of a full time Principal and 16 teachers teaching 14.5 positions, including an Assistant Principal who teaches 0.5. and A primary Maths Specialist at 0.5 We also have 10 teaching 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 has undergone a major Review with the findings delivered at the end of 2017. We have established our new Values of Respect, Learning and Striving.

The college will continue 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 organisational culture 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 been a major piece of work and will continue to be so. Continued 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 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 2018, our major priorities were:

Collaboratively 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

Professional learning is collaborative, involving reflection and feedback. 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. Appointing a BASTOW Primary Maths Coach. (Cate Bruce)

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 HIT and Practice Principles

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 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 2018 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 2018 Reading and 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 strong results in English and Mathematics both in the current 2018 year and within the four-year average. 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.

Students in 2018 VCE results were out standing by any measure:

VET units of competence satisfactorily completed in 2018: 100%

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

Our Primary student absence 2018 of 20 or more absent days is at State Level and 5% below our Network with 35% at less than 10 days absent.

Our Secondary student absence 2018 of 20 or more absent days is 7% below State average and 9% below Network. 3% had 30+ days absent and 39% less than 10 days. 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. School Connectedness, Stimulating Learning and Student Motivation will again continue to be a focus within the grade 5 and 6 in the next stages of planning. Our 2018 primary perceptions of safety have made a solid improvement. The school has responded with Targeted Focus Groups that have given us authentic feedback and direction

We lie in the lower end of our primary Attitudes to Schools Survey. Through our AIP we 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 using 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 VCE absence data and achievements displayed a fantastic result for 2018.

Our staff surveys remains in a good position with 90% of Staff in a positive or neutral position with School

Climate.

Our Parent survey continues to be strong in Student Voice, Student Agency . But an improvement flag for School Pride and Confidence. 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 2018 we received funding for Sporting Schools each term and Stephanie Alexander Kitchen Garden funding which went a large way towards renovating and updating our hothouse and garden area. We also received Equity and Inclusion funding, which assisted in the provision of resources in our new Secondary Flexible Learning room. We receive financial support from the local Bendigo Community Bank, which goes towards our daily Breakfast Club available to all students. 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. We have maintained our term deposits as a cushion against possible decline in enrolments, although future predictions look stable for the foreseeable future.

For more detailed information regarding our school please visit our website at <http://www.mallp12.vic.edu.au>

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary/secondary school type.*

Enrolment Profile

A total of 119 students were enrolled at this school in 2018, 65 female and 54 male.

np percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.0	74.0	66.7	85.5

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.4	58.3	47.2	70.5

PRIMARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	85.2	90.1	82.6	95.3	Lower
Mathematics	86.6	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	88.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	100.0	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	50.0	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	25.0	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	71.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	71.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	50.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	41.9	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	71.4	28.6	0.0
Numeracy	50.0	37.5	12.5
Writing	33.3	66.7	0.0
Spelling	14.3	57.1	28.6
Grammar and Punctuation	28.6	42.9	28.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	20.0	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	93	93	93	92	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.0	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	64.8	81.7	73.8	88.7	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	65.2	81.8	73.7	89.7	Lower

SECONDARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	69.5	79.1	64.9	89.9	Lower
Mathematics	86.2	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	33.3	50.0	37.7	64.5	
Year 7	Numeracy - latest year	33.3	50.8	37.5	66.7	
Year 9	Reading - latest year	64.3	43.7	31.2	58.4	Similar
Year 9	Numeracy - latest year	64.3	44.4	30.4	59.9	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	58.3	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	61.7	51.4	38.1	66.0	
Year 9	Reading (4 year average)	55.3	41.9	30.8	54.9	Higher
Year 9	Numeracy (4 year average)	48.9	41.8	30.1	59.1	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	16.7	33.3	50.0
Year 5 to 7	Numeracy	16.7	50.0	33.3
Year 5 to 7	Writing		40.0	60.0
Year 5 to 7	Spelling		80.0	20.0
Year 5 to 7	Grammar and Punctuation	20.0	60.0	20.0
Year 7 to 9	Reading	21.4	21.4	57.1
Year 7 to 9	Numeracy	42.9	57.1	
Year 7 to 9	Writing	50.0	35.7	14.3
Year 7 to 9	Spelling	7.1	35.7	57.1
Year 7 to 9	Grammar and Punctuation	28.6	28.6	42.9

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	30.2	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	28.1	27.4	25.3	29.6	Lower

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **57 percent**.

VET units of competence satisfactorily completed in 2018: **98 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **100 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.9	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	20.9	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	95	90	94	91	92	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	80.0	75.0	66.7	81.7	Similar
Retention (4 year average)	79.2	75.0	66.2	80.4	Similar

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	70.0	91.7	83.1	99.3	Lower
Student Exits (4 year average)	71.7	91.6	83.5	97.7	Lower

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	41.6	53.1	43.3	63.2	Lower
Percent endorsement (2 year average)	35.0	52.9	44.5	61.9	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	55.1	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	51.9	56.0	47.5	66.4	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,329,965
Government Provided DET Grants	\$369,167
Government Grants Commonwealth	\$7,245
Government Grants State	\$0
Revenue Other	\$8,264
Locally Raised Funds	\$144,926
Total Operating Revenue	\$2,859,567

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,776
Equity (Catch Up)	\$6,375
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,151

Expenditure	Actual
Student Resource Package ²	\$2,194,059
Adjustments	\$0
Books & Publications	\$2,402
Communication Costs	\$10,676
Consumables	\$90,350
Miscellaneous Expense ³	\$109,048
Professional Development	\$5,528
Property and Equipment Services	\$102,597
Salaries & Allowances ⁴	\$195,538
Trading & Fundraising	\$16,086
Travel & Subsistence	\$26,007
Utilities	\$24,645
Total Operating Expenditure	\$2,776,935
Net Operating Surplus/-Deficit	\$82,633
Asset Acquisitions	\$76,882

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$82,321
Official Account	\$26,068
Other Accounts	\$124,790
Total Funds Available	\$233,179

Financial Commitments	Actual
Operating Reserve	\$90,637
Other Recurrent Expenditure	\$5,034
Provision Accounts	\$5,495
Funds Received in Advance	\$7,571
School Based Programs	\$3,769
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,135
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$68,539
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$233,179

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').