2018 Annual Report to The School Community

School Name: Rushworth P-12 College (6238)

- 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 Regulation 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 18 March 2019 at 06:25 PM by Leanne Miller (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 Regulation 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 18 March 2019 at 09:30 PM by Cass Alexander (School Council President)

Rushworth P-12 College (6238)

About Our School

School context

School Context
The town of Rushworth was established during the gold rush and is located approximately 180 kms north of Melbourne. The town has many buildings as artefacts, which signify the historical links to the establishment of this proud community which is set amongst the Ironbark bush.

Rushworth P-12 College itself was established in 1996 when the primary and secondary schools merged on the original Rushworth school site which opened its doors in 1872. The building is on the Victorian Heritage Register. The student population at the time of our February census date in 2018 was 166.9 with 41 students enrolled in the primary area and 125.9 in the secondary area. The Student Family Occupation Index (SFO) was 0.6221 and the Student Family Occupation and Education Index (SFOE) was 0.5901 with both of these measures being higher than the year previous. This continues the trend that has been evident over the past years.

Our staffing profile showed diversity with 8.1 equivalent full time teachers (EFT) at Classroom Level 1, 6.4 EFT Classroom Level 2 and a Learning Specialist. The Leadership Structure for the commencement of 2018 consisted of two Principal Class officers, two substantive Lead Teachers, one Higher Duty Lead Teacher, and two Education Support Classification staff being the Business Manager and our Community Engagement/Pathways Coordinator. By the end of 2018, the Leadership Structure had changed due to natural attrition throughout the year.

Our Literacy Coach commenced their second year at the college and worked with the primary staff two days per week. This work consisted of individual and team coaching along with working predominantly in the Foundation to Grade 2 classroom.

The EFT of ESC staff in 2018 was 9.0 and remained stable throughout most of the year with an additional staff member (0.8) being included at the beginning of Semester 2 with the purpose of providing behavioural coaching to predominantly primary staff and providing individual support to children and families requiring more complex care.

Our Year 9 & 10 students are given the opportunity to select electives in an attempt to provide a curriculum that supports future pathways as well as improve immediate engagement. The introduction of the Duke of Ed Program provided students in these year levels with an alternative to the ever-popular CFA program. Students not participating in either of these programs developed other capabilities including experience with working in teams and organising events for the community through their involvement in the Youth Empowerment Program known as YEP.

The college's values of being respectful, responsible and resilient are evident in the vision of the college which is as follows:

Rushworth P-12 College will have students, staff, parents and the community working together to provide a dynamic learning community in which everyone can pursue excellence. This environment will be underpinned by respect, belonging and high expectations for all.

It is also important to note that 2018 was a review year for the college and a new School Strategic Plan has been set. Most pleasingly, the review confirmed the work that has been undertaken over the last two years and the continuing development of this will provide consistency for staff, students and our community.

Framework for Improving Student Outcomes (FISO)

The two FISO priorities that we focused on in 2018 were Excellence in teaching and learning and Positive climate for learning. We then selected the two dimensions of Curriculum planning and assessment and Setting expectations and promoting inclusion, both being identified as high-impact Improvement Initiatives, to more specifically focus and direct our work. The staff self-assessment in these dimensions were emerging and emerging moving towards evolving respectively.

Time was prioritised for staff to continue with the documentation of a guaranteed and viable curriculum that followed a two-year cycle across all year levels. The mapping of the completion of this was completed by a lead teacher and great progress was made in this area with the visual representations of completion providing

accountability and cause to celebrate.

Teaching staff continued to connect with teachers from our surrounding schools through the ongoing development of Communities of Practice. This assisted those teachers that do not have a faculty within the college have collegial support.

The work undertaken in Professional Learning Communities (PLC) throughout 2018 gave teaching staff experience working with Developmental Rubrics. The work had teachers self-assess on three individual rubrics (one relating to how we operate professionally in a PLC and the other two relating to two of the phases incorporated into our Instructional Model) and then plan for improvement with the support and feedback of their team. Collaborative walks supported this process and this was a continuous cycle that ran every three weeks over the entirety of the school year.

Our involvement in Term 3 and 4 in the Professional Learning Communities DET Initiative has provided us with a strong platform to advance this work further in 2019 and beyond requiring us to use student data to inform curriculum planning.

Our focus on reading continued across the college. In the primary area, the Literacy Coach continued to develop staff's explicit teaching skills and ability to gather formative assessment to plan for future learning. In the secondary area, all teachers were required to document the planning for explicitly teaching academic vocabulary in every lesson. Advisory assemblies saw the sharing of world news and in Extended Advisory sessions, the development of reading stamina was commenced with 30 minutes of reading time being the goal and achieved by the vast majority.

We were involved and participated in the Professional Practice's unit School Wide Positive Behaviour Support Initiative (SWPBS) for the first two terms of the year but then decided to engage in the alternative initiative which involved us working with a coach within the college. This was the preferred option as it results in a more personalised and ongoing approach to the continued embedding of SWPBS within our college.

Achievement

NAPLAN reading data indicates that none of the eleven students in the primary area were below National Minimum Standard (NMS), while in the secondary area, seven of the 52 students were below NMS; five in Year 7 and two in Year 9. The two students in Year 9 will receive additional support in 2019 through DET's targeted support for literacy and numeracy.

The reading growth data in Year 5 showed that the four students where growth could be determined showed medium growth when comparing Grade 3 NAPLAN results. In Year 7, twelve students showed low growth, 13 students showed medium growth, and two students showed high growth. Only one of the students showing low growth transitioned to secondary from our primary school. In Year 9, eight students showed low growth, eight students showed medium growth and two students showed high growth.

NAPLAN numeracy data indicated that none of the students that participated in the primary area were below National Minimum Standard (NMS), while in the secondary area, one of the 52 students were below NMS. As the student below NMS was not in Year 9, there is no additional targeted support from DET at this stage.

The numeracy growth data in Year 5 showed that the three students where growth could be determined showed low, medium and high growth when comparing Grade 3 NAPLAN results. In Year 7, eleven students showed low growth, 16 students showed medium growth, and no students showed high growth. In Year 9, six students showed low growth, eleven students showed medium growth and one student showed high growth.

Our VCE mean study score for English was 22.50 indicating a decline from 2017 although it should be noted that our small cohort numbers make our data volatile and unreliable when comparing cohorts in this way. The trend shows that we are still performing below our targets and the Community of Practice that provides our English teachers with the opportunity to work with teachers from other schools is an important action that will continue in 2019 and beyond. Three teachers are also working more collaboratively within the college and plan to mark student work across all secondary year levels to provide moderation and professional conversations to occur in 2019.

Engagement

The attendance figures for 2018 have remained relatively stable and there is still much work to do in this area. The number of students with greater than 20 days absence decreased by 4% in the secondary area of the school while primary data did not change from 2017.

An Education Support Class position has been created in 2019 to assist in reducing the number of unexplained absences by following up from the unanswered text messages that are sent to families daily. This person will also monitor the accuracy of role marking to ensure that the data has integrity and any suspected truancies can be followed up with confidence.

Wellbeing

The college's Wellbeing Team expanded in 2018 with the Social Worker increasing their time fraction from 0.6 to 0.9 and the addition of a Family Support/Behaviour Coach from midway through the year. The College Nurse was seconded to another position within the department and a replacement person was placed in the role after a short vacancy for the remainder of the year. The Assistant Principal continued to lead this team.

Student Attitudes to School survey data continues to have positive outcomes in relation to student staff relationships.

A draft Bullying Prevention policy has been distributed for feedback from staff and the community. Students will also get the opportunity to provide feedback on this important policy at the beginning of 2019 as we aim to incorporate stronger student voice into our decision making around the introduction of policies and the procedures that support these when they strongly relate to students.

The It's My School Too initiative was rolled out across the college with students and staff signing a pledge that indicated that believe that all students have the right to participate in school life without being bullied or harassed. The names of those who signed this pledge are displayed on a board in the Administration building. The initiative is in its infant stages and will be built on further in 2019.

Financial performance and position

The surplus that is evident is due to credit funds that are used to fund staffing costs being transferred to the cash side to earn interest. This credit surplus is being used to fund a larger than normal leadership team as we work to implement school improvement initiatives across the school in a supportive way. Surplus credit funds are also being used to undertake various school improvement actions such as the purchase of a new playground in 2019 for the Primary area. The refurbishment of buildings and creation of positive learning environments are also being funded using these resources.

Equity funding was spent on the engagement of our Literacy Coach, purchasing of resources, and the ongoing engagement of our Social Worker with an increased time fraction of 0.9, the addition of a Behaviour Support Coach and Family Support Worker.

For more detailed information regarding our school please visit our website at
http://rushworthp-12.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 168 students were enrolled at this school in 2018,   81 female and   87 male.

np percent of students had English as an additional language and 6 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: Low

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)	62.0	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)	24.0	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	71.1	90.1	82.6	95.3	Lower
Mathematics	65.2	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)	20.0	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	16.7	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	42.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	28.6	55.6	37.0	75.0	Similar

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)	28.6	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	38.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	31.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	17.9	54.8	39.2	71.4	Lower

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 categorised as '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	0.0	100	0.0
Numeracy	np	np	np
Writing	75.0	0.0	25.0
Spelling	50.0	25.0	25.0
Grammar and Punctuation	25.0	25.0	50.0

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)	29.8	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	24.7	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)	88	85	81	81	88	85	87

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)	44.2	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	46.1	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)	35.1	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	45.0	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	52.0	79.1	64.9	89.9	Lower
Mathematics	39.3	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	37.9	50.0	37.7	64.5	
Year 7	Numeracy - latest year	17.2	50.8	37.5	66.7	
Year 9	Reading - latest year	40.0	43.7	31.2	58.4	Lower
Year 9	Numeracy - latest year	10.0	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)	41.6	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	31.5	51.4	38.1	66.0	
Year 9	Reading (4 year average)	40.0	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	22.5	41.8	30.1	59.1	Similar

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	44.4	48.1	7.4
Year 5 to 7	Numeracy	42.9	57.1	
Year 5 to 7	Writing	63.0	37.0	
Year 5 to 7	Spelling	39.3	42.9	17.9
Year 5 to 7	Grammar and Punctuation	57.1	39.3	3.6
Year 7 to 9	Reading	44.4	44.4	11.1
Year 7 to 9	Numeracy	33.3	61.1	5.6
Year 7 to 9	Writing	61.5	23.1	15.4
Year 7 to 9	Spelling	38.5	46.2	15.4
Year 7 to 9	Grammar and Punctuation	38.5	61.5	

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)	25.9	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	25.1	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **88 percent.**
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **11 percent.**
VET units of competence satisfactorily completed in 2018: **95 percent.**
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **95 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)	35.5	20.6	15.9	25.1	Lower
Average number of absence days (4 year average)	29.3	20.2	16.0	24.5	Lower

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)	84	78	75	89	86	90

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)	76.9	75.0	66.7	81.7	Higher
Retention (4 year average)	75.0	75.0	66.2	80.4	Higher

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)	np	91.7	83.1	99.3	np
Student Exits (4 year average)	81.6	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)	46.1	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	49.3	52.9	44.5	61.9	Similar

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)	45.5	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	50.6	56.0	47.5	66.4	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,904,625
Government Provided DET Grants	$596,666
Government Grants Commonwealth	$9,725
Government Grants State	$3,629
Revenue Other	$12,954
Locally Raised Funds	$67,748
Total Operating Revenue	**$3,595,346**

Equity [1]	Actual
Equity (Social Disadvantage)	$301,071
Equity (Catch Up)	$14,875
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$315,946**

Expenditure	Actual
Student Resource Package [2]	$2,681,900
Adjustments	$0
Books & Publications	$15,214
Communication Costs	$6,004
Consumables	$103,125
Miscellaneous Expense [3]	$126,040
Professional Development	$13,935
Property and Equipment Services	$218,514
Salaries & Allowances [4]	$152,850
Trading & Fundraising	$29,031
Travel & Subsistence	$0
Utilities	$80,389
Total Operating Expenditure	**$3,427,001**
Net Operating Surplus/-Deficit	**$168,345**
Asset Acquisitions	**$12,965**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$316,892
Official Account	$32,134
Other Accounts	$52,799
Total Funds Available	**$401,826**

Financial Commitments	Actual
Operating Reserve	$22,103
Other Recurrent Expenditure	$11,464
Provision Accounts	$0
Funds Received in Advance	$42,928
School Based Programs	$22,755
Beneficiary/Memorial Accounts	$50,676
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$11,900
Capital - Buildings/Grounds < 12 months	$130,000
Maintenance - Buildings/Grounds < 12 months	$110,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$401,826

(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').