

# 2018 Annual Report to The School Community



School Name: Lorne P-12 College (7997)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 March 2019 at 01:25 PM by Shane Elevato  
(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.

To be attested by School Council President

## About Our School

### School context

Lorne P-12 College is located in the coastal township of Lorne on Victoria's Surf Coast. The school provides high quality education for young people in Lorne and surrounding towns throughout the Otway region including Aireys' Inlet, Anglesea, Deans Marsh, Wye River, Separation Creek and Kennett River. In 2018 there were 192 students enrolled, with 2 principal class officers, 23 teaching staff and 7 education support staff members.

As a P-12 College, we have a PLC structure to support multi-age learning, middle school philosophy, team teaching, collaborative planning across year levels and ongoing learning continuum development and refinement. We embrace student agency and shared ownership of learning goals at all year levels. We are committed to enhancing communication between the College, parents and students via our Learning Management System and other digital communication platforms.

The college motto of 'Respect, Cooperation, Personal Best' underpins our vision and values. We believe that establishing positive, respectful relationships with students and families is the key to maintaining a caring, supportive learning environment. We want our students to be part of a dynamic learning community where individuality is fostered, student voice is valued and success is celebrated.

Our teaching team delivers world class education within our coastal community. We prioritise developing high quality, contemporary curriculum that is broad in scope and deep in focus. Our goal is to maintain a productive classroom environment where every student can maximise their learning opportunities and plan for successful future pathways. By offering a diverse array of academic, social, cultural and community experiences, our students are supported to pursue their passions and achieve success.

Having a relatively small student population means that we regularly monitor and adjust our programs and structures in response to student needs. An advantage of being a smaller school is that our students are well known to our teaching and support staff. Our typically smaller class sizes mean that our students experience more attention from teachers and benefit from closer working relationships. This is particularly beneficial to our VCE and VCAL students.

Our College community values our unique location and we encourage all our young people to appreciate the coast, the Otway hinterland and our local flora and fauna. We maintain excellent school facilities ranging from heritage listed buildings, right through to contemporary architecturally designed spaces that support an ICT rich environment.

### Framework for Improving Student Outcomes (FISO)

During 2018, Lorne P-12 College focused on the Framework for Improving Student Outcomes (FISO) improvement priorities of 'Excellence for Teaching and Learning', 'Positive Climate for Learning' and 'Building School Communities'. Our improvement initiatives were 'Building Practice Excellence' and 'Setting Expectations and Promoting Inclusion'.

Across the area of Building Practice Excellence, the school worked to strengthen our Professional Learning Teams to develop an improved P-12 school culture. We have built upon our professional collaboration working in partnership with other P-12 schools, in particular Apollo Bay P-12 College. In 2018, we participated in the Victorian Professional Learning Communities (PLC) initiative. Our professional learning focus was on DET's High Impact Teaching Strategies to build upon our Practice Excellence.

In the area of Setting Expectations and Promoting Inclusion, we have continued our improvements, strengthening the wellbeing, inclusion and engagement of our students through a consistent and positive whole

school approach that generates a safe and collaborative culture for all. We have worked on ensuring respectful relationships between staff and students, and students and their peers. In 2018 we were a lead school in the DET's Respectful Relationships program, and supported a cluster of other schools with this important work. We continued our work in developing an agreed Personal and Social curriculum plan to ensure that students are explicitly taught how to develop respectful relationships and to value diversity.

In 2018 Lorne P-12 College participated in a priority review. The findings and outcomes of this review have been used as the basis for the development of the College Strategic Plan (2019-2022).

## Achievement

Lorne P-12 College has achieved variable results in areas of student learning during 2018 with some pleasing areas of growth and achievement.

One of the challenges of having small student cohorts in some year levels is the inconsistency of data. At times one or two student results that are outliers (either high or low achievement levels) can have a significant impact on the overall percentages and averages. In 2018, our student learning data proved valuable in discussions as part of the college review process.

Our English teacher assessments against the Victorian Curriculum show the percentage of students in Years P-6 with a grade 'C' or above is 97.6% and in Years 7-10 is 84.4%. In Mathematics, the percentage of students in years P-6 with a grade of 'C' or above is 93.9% and in Years 7-10 is 47.9%. Moving forward, our Numeracy Team are continuing to focus on moderation practices for the Victorian Curriculum.

In 2018 NAPLAN we achieved the following results:

- In Year 3, both our Reading and Numeracy results are 'similar' to other schools with comparable students with Mathematics continuing to be a focus for the College into the future.
- In Year 5 Reading our results are 'similar' to other schools with comparable students, while in Numeracy our results are 'lower' than schools with comparable students. The College will actively pursue interventions to support student learning in Numeracy at this level.
- Learning gains in Year 3 – 5 Reading show 67% of the cohort achieved medium or high levels of growth and in Numeracy this figure is 33%.
- Learning gains in Year 5 – 7 Reading show 53% of the cohort achieved medium or high learning gain and in Numeracy this figure is 61%. In Writing 69% of our students demonstrated medium or high learning gain.
- In Year 9, our Reading is 'lower' than other schools with comparable students, however it is well above the state median. Our Numeracy results are 'lower' than other schools with comparable students and similar to the median of all Victorian Government Schools.
- Learning Gains in Reading from Years 7 – 9 showed that 79% achieved medium to high learning gain and 71% for Writing. In Numeracy 67% of students achieved medium or high learning gain.

In 2018 VCE, VCAL and VET, we achieved the following results:

- 100% VCE satisfactory completion
- Mean study score of 28
- 83% of VET unit completion
- 68% of VCAL credits satisfactorily completed

These senior school outcomes are consistent across the four year average and 'similar' to schools with comparable students.

## Engagement

Our student attendance results across the college are 'lower' than schools with comparable students and 'lower' than the state median. Our average attendance rate of students in Years 7-12 was 87.6%.

We actively encourage attendance by promoting the 'It's not okay to be away' message, providing fun and engaging learning experiences, responding to student voice and actively following up non-attendance with same-day parental contact. Our coastal and tourism community context impacts significantly on our attendance data.

Student transition outcomes show the percentage of students from Years 10 - 12 going onto further studies or full-time employment is an impressive 100%.

## Wellbeing

In 2018, our Student Attitude to School data from our Year 7-12 students was impressive and we have been recognised in the 'Influence' Measure Performance Group in our DET School Performance Report.

Our Year 4-6 students responses, while predominantly very positive, are considered 'lower' than schools with comparable students.

The percentage of positive endorsement (agree or strongly agree) by our Year 7-12 students on the 'Sense of Connectedness' measure was 63%, this was well above the state median. For our Year 4-6 students the percentage of positive response was 66%.

The percentage of positive endorsement (agree or strongly agree) by our Year 7-12 students on the 'Management of Bullying' measure was 68%. Again, this figure is well above state median. For our Year 4-6 students the percentage of positive response was 63%.

The school will continue to focus on improving students' connection to school by building our students' sense of belonging and enjoyment of school. We will continue to encourage student leadership, build opportunities for student voice and agency, strengthen community and cultural partnerships, and develop student social and emotional capabilities.

Our school will continue our leadership role in the Respectful Relationships program.

## Financial performance and position

In 2018, the college concluded the year with a small surplus. This is a reflection of sound, ongoing financial management throughout the year and adjustments to program budgets as necessary. This surplus offered the school a sense of financial security.

With support from various grants and fundraising initiatives, the College was able to complete Stages 2 and 3 of the Master Plan that included significant improvements to the front and side of the college grounds.

The College has a strong Parent Club that raised in excess of \$30,000 through various community initiatives including the annual Pier to Pub swimming event, Great Ocean Road Marathon, the Amy Grand Fondo cycling event and the Lorne Surf Club Nippers Carnival, amongst others. The College was successful in applying for a grant from The Falls Festival that contributed to the new sculpture at the school entrance.

The College was also successful in securing funding through the Inclusive Schools program. The project for this grant will be completed in 2019.

Another small donation from the Lorne Lions Club was used to purchase materials to support literacy education

and student welfare. The Lorne Historical Society made a contribution to the restoration of the historic jubilee arch at the front of the College.

**For more detailed information regarding our school please visit our website at**  
<http://www.lornep12.vic.edu.au/>

Draft

# 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 190 students were enrolled at this school in 2018, 81 female and 109 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
<b>Percent endorsement (latest year)</b>	63.2	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
<b>Percent endorsement (latest year)</b>	67.6	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	97.6	90.1	82.6	95.3	Similar
Mathematics	93.9	91.1	84.0	96.4	Similar

**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)	81.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	54.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	60.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	10.0	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)	75.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	55.0	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	45.5	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	22.7	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 ‘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	33.3	55.6	11.1
Numeracy	66.7	33.3	0.0
Writing	22.2	66.7	11.1
Spelling	55.6	22.2	22.2
Grammar and Punctuation	44.4	33.3	22.2

## 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)	23.0	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	21.7	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)	90	88	86	87	90	91	89

## 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)	66.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	68.1	81.7	73.8	88.7	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 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	
<b>Percent endorsement (latest year)</b>	62.9	81.2	72.2	90.3	Lower
<b>Percent endorsement (2 year average)</b>	67.5	81.8	73.7	89.7	Similar

Draft

**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	84.2	79.1	64.9	89.9	Similar
Mathematics	47.9	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	60.0	50.0	37.7	64.5	
Year 7	Numeracy - latest year	40.0	50.8	37.5	66.7	
Year 9	Reading - latest year	60.0	43.7	31.2	58.4	Lower
Year 9	Numeracy - latest year	41.7	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)	64.3	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	57.1	51.4	38.1	66.0	
Year 9	Reading (4 year average)	57.7	41.9	30.8	54.9	Lower
Year 9	Numeracy (4 year average)	50.0	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	46.7	40.0	13.3
Year 5 to 7	Numeracy	40.0	53.3	6.7
Year 5 to 7	Writing	31.3	62.5	6.3
Year 5 to 7	Spelling	75.0	12.5	12.5
Year 5 to 7	Grammar and Punctuation	31.3	62.5	6.3
Year 7 to 9	Reading	21.4	64.3	14.3
Year 7 to 9	Numeracy	33.3	33.3	33.3
Year 7 to 9	Writing	28.6	64.3	7.1
Year 7 to 9	Spelling	21.4	50.0	28.6
Year 7 to 9	Grammar and Punctuation	28.6	50.0	21.4

### 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)	27.4	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	27.5	27.4	25.3	29.6	Similar

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: **27 percent**.

VET units of competence satisfactorily completed in 2018: **83 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **68 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)	24.4	20.6	15.9	25.1	Lower
Average number of absence days (4 year average)	25.0	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)	88	89	87	83	89	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)					
Retention (4 year average)					

### 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)	np	91.6	83.5	97.7	np

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)	63.4	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	58.4	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)	66.7	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	57.3	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	\$2,819,418
Government Provided DET Grants	\$443,427
Government Grants Commonwealth	\$2,947
Government Grants State	\$11,882
Revenue Other	\$29,985
Locally Raised Funds	\$274,836
<b>Total Operating Revenue</b>	<b>\$3,582,495</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,150
Equity (Catch Up)	\$4,250
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,400</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,733,732
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$6,346
Consumables	\$90,924
Miscellaneous Expense <sup>3</sup>	\$161,568
Professional Development	\$26,628
Property and Equipment Services	\$175,679
Salaries & Allowances <sup>4</sup>	\$140,170
Trading & Fundraising	\$21,560
Travel & Subsistence	\$23,694
Utilities	\$25,673
<b>Total Operating Expenditure</b>	<b>\$3,405,974</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$176,521</b>
<b>Asset Acquisitions</b>	<b>\$105,297</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$124,398
Official Account	\$14,261
Other Accounts	\$15,330
<b>Total Funds Available</b>	<b>\$153,989</b>

Financial Commitments	Actual
Operating Reserve	\$106,897
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$9,338
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,495
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,999
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$166,729</b>

- (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').