

2016 Annual Report to the School Community



School Name: Rainbow P-12 College

School Number: 8256



Name of School Principal:

Alan Coffey

Name of School Council President:

Ron Ismay

Date of Endorsement:

Wednesday 15th March 2017

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

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

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



Education
and Training

About Our School

School Context

Rainbow P-12 College officially came into existence at the beginning of 2015. It is the product of the merger of Rainbow Primary School and Rainbow Secondary College. These two schools had been co-located on the Secondary College site since 2011.

The school is situated in the northwest corner of Victoria. It is in the midst of a predominantly grain and sheep farming community.

The school had a student population of 129 students in 2016, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts, including Jeparit, Yaaapeet and Beulah.

The school had 18.2 equivalent full time staff comprising of 2 principal class, 4.0 education support staff and 12.2 teaching staff. The school's Leadership Team consists of the principal, an assistant principal and a leading teacher. The school is a part of the Wimmera Virtual School. This has helped to ensure that Victorian Certificate of Education (VCE) offerings for all schools in the network are broad and sustainable. There is also the Wimmera Trade Training Centre, located in Horsham. This facility, of which Rainbow P-12 College is a partner school, provides the students with a wide range of Vocational Education and Training in Schools (VETiS) opportunities.

Rainbow P-12 College is also an active member of the Southern Mallee Lakes Cluster along with Yaaapeet Primary School, Jeparit Primary School, Beulah Primary School, St. Joseph's Catholic Primary School in Hopetoun and Hopetoun P12 College.

The school offers a broad curriculum from Prep to Year 12. Language Other Than English (LOTE) -German is offered across all year levels via a combination of on-site staff and video hook-ups with Dimboola Memorial Secondary College. With the amalgamation of Rainbow Primary School and Rainbow Secondary College the school has greater opportunities to offer special programs including VCAL, Second Step (Prep to Year 6), Music (both class and instrumental), Library (both through the MARC Van and on-site staff), FUSE (Year 5 to Year 7/8), Dreamchasers (Year 9), Lifeskills (Year 10), and Hands On Learning (Year 7 to 10). There are also specialised teachers providing subjects like Art, Foods, Media, Information Technology, Technology, Science and Music to students in Prep to Year 6.

Students can participate in a wide range of extra-curricular activities including numerous excursions and camps; work experience; inter-school sports including athletics, swimming and cross country; the School for Student Leadership program; and Somers School Camp.

There are good ties with the community. The students have, through school-related activities, connections with Yurunga Homestead, the Lions Club, Town Committee, the Hindmarsh Shire Council, The Wimmera Southern Mallee Local Learning and Employment Networks (LLEN), Skill Invest, Wimmera Uniting Care, West Wimmera Health Service and Federation University Australia.

Framework for Improving Student Outcomes (FISO)

In 2016 Rainbow P-12 College focused on the FISO (Framework for Improving Student Outcomes) priorities.

Excellence in Teaching and Learning

Three KIS (Key Improvement Strategies) were implemented to build practice excellence.

- Triangulation of Data - Develop a P-12 Assessment Schedule, introduce Fountas and Pinnell LLI & Benchmarking, Use of PAT online in English, Mathematics and Science & adopt SPA platform.
- Developing Whole School Instructional Models – Continue using Stephen Graham approach for Reading and Writing instructional models and explore instructional model for Numeracy.
- Guaranteed and Viable Curriculum – Curriculum Audit specifically English and Mathematics, Professional Learning on new 'Victorian Curriculum'.

Professional Leadership.

Four KIS were implemented to develop professional leadership capacity.

- Appoint a P-12 Literacy Leader and a P-12 Numeracy Leader to lead Literacy and Numeracy improvement.
- Appoint a Targeted Intervention Coordinator to coordinate intervention KIS.
- Establish an appropriate PLC structure to support excellence in Teaching and Learning.
- Establish a Wellbeing Team and a Wellbeing Action Team.
- Develop Leadership Capacity of leaders through participation in Aspiring Principal's Program and Bastow

courses.

Achievement

In 2016 teachers had greater access to student data to improve their teaching by the enhancement of a P-12 Assessment Schedule and ready access to the SPA (Student Performance Analyser) platform.

The 2016 NAPLAN student performance data for Reading and Numeracy shows that **Year 3** students' performance is similar to schools of similar background characteristics. The 2016 results and the 4-year average for both Reading and Numeracy were in the middle 60% of Victorian government primary year levels.

The 2016 NAPLAN student performance data for **Year 5** Reading was similar to like schools whereas the **Year 5** Numeracy results were lower than like schools.

No School Comparison data was available for **Year 7** NAPLAN; however the 2016 results for Reading and Numeracy were well above the median of all Victorian government secondary year levels.

Year 9 NAPLAN results in Reading and Numeracy were lower than comparable schools. Our school's performance in both of these areas was well above the median of all Victorian government secondary year levels.

NAPLAN **Learning Gain Year 3-Year 5** displayed significant growth with 100% of students achieving medium or high growth in Reading and Writing, 63% achieving medium or high growth in Numeracy and 63% achieving medium or high growth in Spelling with 88% achieving medium growth in Grammar and Punctuation.

NAPLAN **Learning Gain Year 5-Year 7** displayed good growth with 100% of students achieving medium or high growth in Reading, 70% in Writing, 77% in Numeracy, 80% in spelling and 90% in Grammar and Punctuation.

NAPLAN **Learning Gain Year 7-Year 9** once again displayed significant growth with 100% of students achieving medium or high growth in Reading, 57% in Writing, 86% in Numeracy, 71% in Spelling and 72% in Grammar and Punctuation.

The College's mean **VCE (Year 12)** study score was slightly lower than like schools. 88% of all students enrolled in **VCE** completed their VCE. 100% of **VETis** units of competence were satisfactorily completed.

Curriculum Framework implemented in 2016

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

Engagement

In 2016 students from Prep to Year 10 in addition to their Literacy and Numeracy classes were provided with a rich variety of specialist classes delivered in modern fit for purpose facilities. The College offered both the VCAL and VCE pathways for senior students and students from Year 10 had the opportunity to commence their VCE studies by completing a VCE subject.

Attendance rates for the primary year levels were similar to schools with students with similar backgrounds.

Attendance rates ranged from 84% to 94% for Years Prep to Year 6. Common reasons for non-attendance include illness and extended family holidays.

Attendance rates for the secondary year levels were lower than schools with students with similar backgrounds.

Attendance rates ranged from 81% to 90% for Year 7 to Year 12. Common reasons for non-attendance were illness and

extended family holidays.

The results were not available for Year 7 to Year 10 student retention as 2016 was our second year operating as a new school therefore students in year 10 were not enrolled at Rainbow P-12 College in year 7.

The successful Student-Led Conferences that were introduced to the senior area of the school in 2015 were expanded to include all students from years 7 to 10 in 2016.

In 2017 teachers will implement the new Victorian Curriculum and implement improvement strategies to ensure that students have access to a guaranteed and viable curriculum. The introduction of an Attendance Officer in 2017 is also expected to have a positive effect on student attendance.

Wellbeing

In 2016 the creation of a Wellbeing Action Team comprised of students, staff and parents and the development a holistic whole school approach to the wellbeing of our students has supported our school's improvement in student wellbeing.

The continuation of the Avocado groups combining students from all year levels (P-12) has continued to provide opportunities for students from Prep to Year 12 to communicate and develop bonds with each other and the Avocado teachers.

Joint weekly sport activities between Years 5-10 have continued to be a positive method to develop stronger relationships between the junior and senior students and staff.

In the primary year levels the Connectedness to School results on the student survey were similar to comparable schools. School comparison data for Student Perceptions of Safety were lower than like schools however the results can be explained through a misunderstanding by the year 5/6 students in the delivery of the survey.

In the secondary year levels the Connectedness to School results on the student survey were similar to comparable schools, which is an improvement on the 2015 results. The Student Perceptions of Safety variable on the student survey was also similar to comparable schools which were an improvement on the 2015 results.

In 2017 the Wellbeing Action Team will continue to implement the whole school approach to student wellbeing using the Positive Education framework and resources underpinned by the character strengths.




For more detailed information regarding our school please visit our website at
<http://rainbowp12.vic.edu.au/>

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 129 students were enrolled at this school in 2016, 65 female and 64 male.

There were < 10% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey




Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.





Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(PPrimary Year Levels)

Performance Summary

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









Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

(PPrimary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

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

(PPrimary Year Levels)




Performance Summary





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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <p>88 % 13 %</p> <p>Medium High</p> <p>Numeracy</p> <p>38 % 38 % 25 %</p> <p>Low Medium High</p> <p>Writing</p> <p>86 % 14 %</p> <p>Medium High</p> <p>Spelling</p> <p>38 % 38 % 25 %</p> <p>Low Medium High</p> <p>Grammar and Punctuation</p> <p>13 % 88 %</p> <p>Low Medium</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(PPrimary Year Levels)

Performance Summary

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


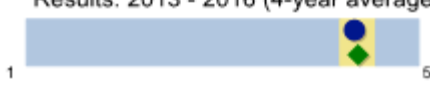


Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>84 %</td><td>94 %</td><td>94 %</td><td>92 %</td><td>93 %</td><td>92 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	84 %	94 %	94 %	92 %	93 %	92 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	84 %	94 %	94 %	92 %	93 %	92 %										

(PPrimary Year Levels)

Performance Summary




Key: Range of results for the middle 60 % of Victorian government primary year levels:





Result for this school: Median of all Victorian government primary year levels:

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

(Secondary Year Levels)




Performance Summary




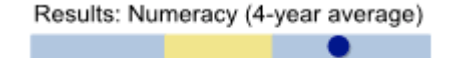








Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

(Secondary Year Levels)




Performance Summary


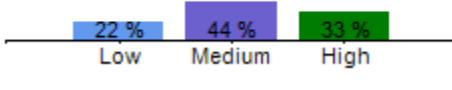
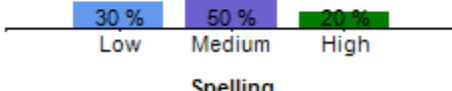
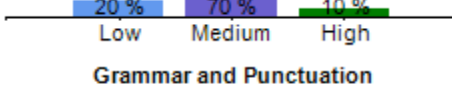
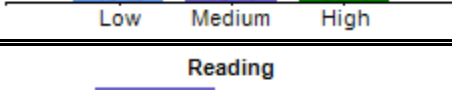

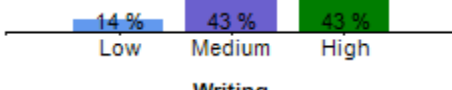
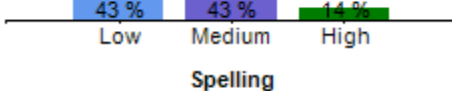
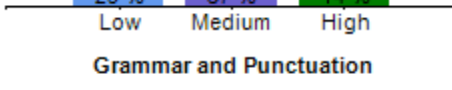
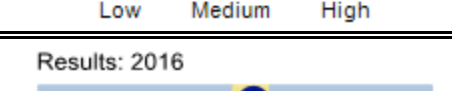




Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

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

(Secondary Year Levels)




Performance Summary






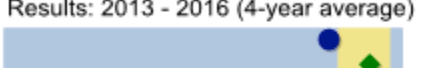


Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students in 2016 who satisfactorily completed their VCE: 88%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 9%</p> <p>VET units of competence satisfactorily completed in 2016: 100%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 77%</p>		

(Secondary Year Levels)




Performance Summary





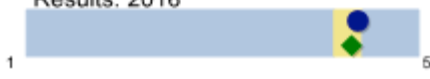
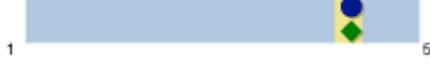


Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p> <table border="1"><thead><tr><th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr></thead><tbody><tr><td>89 %</td><td>81 %</td><td>84 %</td><td>88 %</td><td>90 %</td><td>85 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	81 %	84 %	88 %	90 %	85 %	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	81 %	84 %	88 %	90 %	85 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

(Secondary Year Levels)

Performance Summary

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

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

How to read the Performance Summary

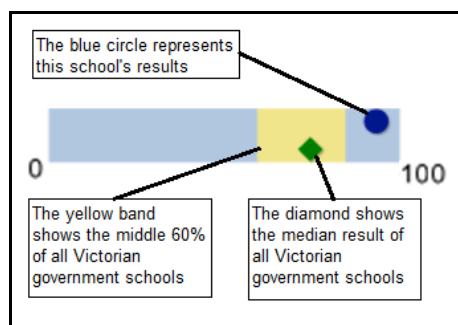
What are student outcomes?

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

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

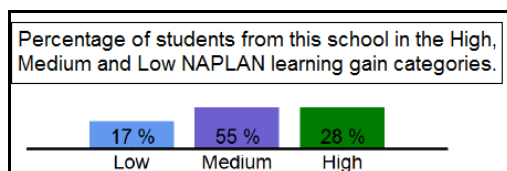
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

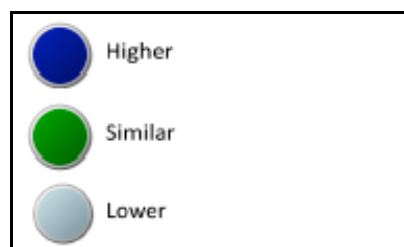
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

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

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



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

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

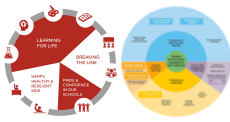
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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



Financial Performance and Position

Financial performance and position commentary

Rainbow P-12 College recorded a surplus in 2016. We have in place long and short term planning needs that include developing a sustainable workforce plan to maintain teaching programs, the maintenance of facilities such as A block and the replacement and maintenance of technology equipment, including laptops. We also will need to maintain ageing buildings such as Block A. The school car and bus will also need to be replaced in the future.

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

Revenue	Actual
Student Resource Package	\$2,285,840
Government Provided DET Grants	\$307,549
Revenue Other	\$26,362
Locally Raised Funds	\$113,380
Total Operating Revenue	\$2,733,131

Expenditure	
Student Resource Package	\$2,093,868
Books & Publications	\$2,417
Communication Costs	\$6,523
Consumables	\$91,700
Miscellaneous Expense	\$117,818
Professional Development	\$18,008
Property and Equipment Services	\$205,925
Salaries & Allowances	\$50,855
Trading & Fundraising	\$45,906
Travel & Subsistence	\$8,474
Utilities	\$34,145

Total Operating Expenditure	\$2,675,640
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Net Operating Surplus/-Deficit	\$57,491
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Asset Acquisitions	\$43,979
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Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$40,445
Official Account	\$20,131
Other Accounts	\$204,036
Total Funds Available	\$264,612

Financial Commitments	
Operating Reserve	\$78,178
Capital - Buildings/Grounds incl SMS<12 months	\$186,434
Total Financial Commitments	\$264,612

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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