

# 2017 Annual Report to the School Community



School Name: Rainbow P-12 College

School Number: 8256



- 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 2017 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 15 May 2018 at 12:40 PM by Alan Coffey (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 2017 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 23 May 2018 at 02:01 PM by Allan Roberts (School Council President)



## About Our School

### School Context

Rainbow P-12 College began in 2015 with the merger of Rainbow Primary School and Rainbow Secondary College. 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 134 students in 2017, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts, including Jeparit, Yaapeet and Beulah. The school had 23.9 equivalent full time staff comprising of 2 principal class, 3.7 education support staff and 18.2 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. We are the Rainbow Campus of the Wimmera Trade Training Centre. This facility 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 Yaapeet 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. 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 (MARC Van and on-site staff), 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, Digital Technology, Technology, Science and Music to students in Prep to Year 6. Language classes are offered via a combination of on-site staff (German), video conferencing and the VSL (Victorian School for Languages.) Students can participate in a wide range of extra-curricular activities including excursions and camps; work experience; inter-school sports including athletics, swimming and cross country; the School for Student Leadership program; Somers School Camp and school productions.

There are excellent ties with the community. The school provides fortnightly Shake, Rattle and Read Literacy sessions for preschool families. 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 (WSMLLEN), Skill Invest, Uniting Wimmera, West Wimmera Health Service and Federation University Australia.

### Framework for Improving Student Outcomes (FISO)

In 2017 Rainbow P-12 College focused on the FISO (Framework for Improving Student Outcomes) priority **Excellence in Teaching and Learning** by concentrating on two improvement initiatives **Building Practice Excellence** and **Curriculum and Assessment**.

#### Building Practice Excellence

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

- Develop and implement a whole school instructional model based on HITS (High Impact Teaching Strategies)
- Develop and implement a whole school Literacy and Numeracy instructional model.

#### Curriculum Planning and Assessment

Two KIS were implemented to develop a guaranteed and viable curriculum.

- Build on and enhance current data sources to ensure triangulation of data is effectively used to inform consistent whole school, year level and individual planning and teaching practices
- Build the capacity of staff to design, implement and review a guaranteed and viable curriculum

In 2017 teachers implemented the new Victorian Curriculum and improvement strategies to ensure that students have access to a guaranteed and viable curriculum. In 2017 teachers also continued to have greater access to student data to improve their teaching by further enhancement of the P-12 Assessment Schedule and ready access to the SPA (Student Performance Analyser) platform.

In 2017 Rainbow P-12 College was also identified for a Priority Review in Semester 1. The culmination of the in depth analysis of school performance assisted in developing a new School Strategic Plan for 2018 to 2021.



## Achievement

The 2017 NAPLAN student performance data for Reading and Numeracy shows that Year 3 students' performance is **similar** to schools of similar background characteristics.

The 2017 NAPLAN student performance data for Year 5 Reading was **lower** than like schools whereas the Year 5 Numeracy results were **similar** to like schools.

No School Comparison data was available for Year 7 NAPLAN; however the 2017 4 year average results for Reading and Numeracy were well above the median of all Victorian government secondary year levels.

Year 9 NAPLAN results in Reading were **similar** to like schools and Numeracy was **higher** than comparable schools.

NAPLAN **Learning Gain** Year 3-Year 5 displayed significant growth with 76% of students achieving medium or high growth in Reading, 63% in Writing, 57% in Numeracy and 63% achieving medium or high growth in Spelling and Grammar and Punctuation.

NAPLAN **Learning Gain** Year 5-Year 7 displayed significant growth with 88% of students achieving medium or high growth in Reading, 51% in Writing, 75% in Numeracy, 63% in spelling and 88% in Grammar and Punctuation.

NAPLAN **Learning Gain** Year 7-Year 9 once again displayed significant growth with 75% of students achieving medium or high growth in Reading, 100% in Writing, 92% in Numeracy, 58% in Spelling and 75% in Grammar and Punctuation.

The College's mean VCE (Year 12) study score has improved and is now similar to like schools. 100% of all students enrolled in VCE completed their VCE. 89% of VETis units of competence were satisfactorily completed.

## Engagement

In 2017 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.

Attendance rates for the primary year levels were **similar** to schools with students with similar backgrounds. Attendance rates ranged from 82% to 95% for Year Prep to Year 6. Common reasons for non-attendance include illness and extended family holidays.

Attendance rates for the secondary year levels were once again **lower** than schools with students with similar backgrounds. Attendance rates ranged from 83% 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 2017 was our third year operating as a new school therefore students in year 10 were not enrolled at Rainbow P-12 College in Year 7.

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. Our Exit Destination data for students in Year 10 who go on to further studies or full-time employment is now **similar** to like schools. The introduction of an Attendance Officer in 2017 has begun to provide more data about the reasons for student absence.



## Wellbeing

In 2017 the Wellbeing Action Team (comprised of students, staff and parents), along with the Student Representative Council and the Wellbeing Team, continued the development of a holistic, whole school approach to the wellbeing of our students.

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.

In the primary year levels, the Sense of Connectedness results on the student survey were **similar** to comparable schools. School comparison data for Management of Bullying improved to **similar** to like schools. In the secondary year levels, the Sense of Connectedness results on the student survey were **similar** to comparable schools while the Management of Bullying results were **lower** than like schools.

In 2018, students, staff and parents will continue to implement the whole school approach to student wellbeing using the Positive Education framework and resources underpinned by the our character strengths of Optimism, Zest, Grit, Social Intelligence, Gratitude, Curiosity and Self – Control.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 134 students were enrolled at this school in 2017, 65 female and 69 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



(Primary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>



(Primary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>57%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>25%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>25%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	63%	13%	Numeracy	43%	57%	-	Writing	38%	50%	13%	Spelling	38%	25%	38%	Grammar and Punctuation	38%	25%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	63%	13%																							
Numeracy	43%	57%	-																							
Writing	38%	50%	13%																							
Spelling	38%	25%	38%																							
Grammar and Punctuation	38%	25%	38%																							





**(Primary Year Levels)**

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1037 1008"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>82 %</td> <td>94 %</td> <td>87 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	82 %	94 %	87 %	93 %	94 %	93 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
82 %	94 %	87 %	93 %	94 %	93 %	95 %										



(Primary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar



(Secondary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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



**(Secondary Year Levels)**

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>	<ul style="list-style-type: none"> <li> Similar</li> <li> Lower</li> <li> Higher</li> <li> Lower</li> </ul>

## (Secondary Year Levels)

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 13%, Medium: 63%, High: 25%</p> <p><b>Numeracy</b> Low: 25%, Medium: 25%, High: 50%</p> <p><b>Writing</b> Low: 50%, Medium: 13%, High: 38%</p> <p><b>Spelling</b> Low: 38%, Medium: 50%, High: 13%</p> <p><b>Grammar and Punctuation</b> Low: 13%, Medium: 63%, High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 25%, Medium: 58%, High: 17%</p> <p><b>Numeracy</b> Low: 8%, Medium: 50%, High: 42%</p> <p><b>Writing</b> Medium: 67%, High: 33%</p> <p><b>Spelling</b> Low: 42%, Medium: 25%, High: 33%</p> <p><b>Grammar and Punctuation</b> Low: 25%, Medium: 42%, High: 33%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2017 0 to 50 scale, school score (blue dot) is 50, state median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is 50, state median (green diamond) is 30.</p>	<p><span style="color: green;">●</span> Similar</p> <p><span style="color: lightblue;">●</span> Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>25%</b>                      VET units of competence satisfactorily completed in 2017: <b>89%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>88%</b></p>		

(Secondary Year Levels)

# Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>                      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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>84 %</td> <td>89 %</td> <td>90 %</td> <td>85 %</td> <td>83 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	84 %	89 %	90 %	85 %	83 %	88 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
84 %	89 %	90 %	85 %	83 %	88 %									
<p><b>Student Retention</b></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><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												



**(Secondary Year Levels)**

**Performance Summary**

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Lower</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

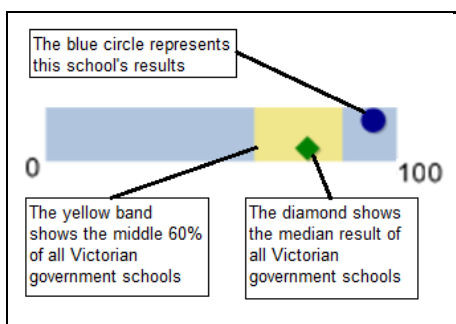
### Engagement

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

### Wellbeing

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

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

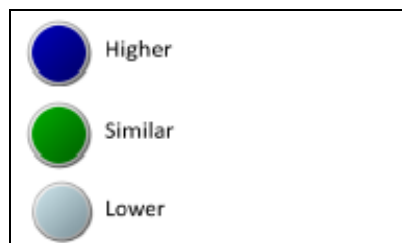


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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





## Financial Performance and Position

### Financial performance and position commentary

Rainbow P-12 College recorded a surplus in 2017. We have in place long and short term planning to maintain educational programs via a sustainable workforce, the maintenance and replacement of facilities and resources. E.g. minibus, bus and student technology.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,426,946	High Yield Investment Account	\$90,981
Government Provided DET Grants	\$325,301	Official Account	\$14,949
Government Grants Commonwealth	\$0	Other Accounts	\$0
Revenue Other	\$17,897	<b>Total Funds Available</b>	<b>\$105,931</b>
Locally Raised Funds	\$126,592		
<b>Total Operating Revenue</b>	<b>\$2,896,736</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$16,734		
Transition Funding	\$848		
Equity (Catch Up)	\$10,511		
<b>Equity Total</b>	<b>\$28,093</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,832,577	Operating Reserve	\$79,903
Books & Publications	\$1,623	Capital - Buildings/Grounds incl SMS<12 months	\$26,028
Communication Costs	\$8,104	<b>Total Financial Commitments</b>	<b>\$105,931</b>
Consumables	\$67,811		
Miscellaneous Expense <sup>3</sup>	\$155,826		
Professional Development	\$13,666		
Property and Equipment Services	\$150,206		
Salaries & Allowances <sup>4</sup>	\$58,484		
Trading & Fundraising	\$39,146		
Travel & Subsistence	\$11,966		
Utilities	\$33,548		
<b>Total Operating Expenditure</b>	<b>\$3,372,957</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$476,221)</b>		
<b>Asset Acquisitions</b>	<b>\$67,353</b>		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*