

# 2018 Annual Report to The School Community



School Name: Rainbow P-12 College (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 May 2019 at 12:49 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 May 2019 at 02:05 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 located in a predominantly grain and sheep farming region.

The school had a student population of 125 students in 2018, 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 21.4 equivalent full time staff comprising of 2 principal class, 3.7 education support staff and 15.7 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), 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 (German), are offered via a combination of on-site staff, 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 2018 the staff at Rainbow P-12 College began implementing the Key Improvement Strategies contained in the new School Strategic Plan 2018 – 2021, that was developed during the Priority Review 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 Evaluating Impact on Learning.

#### Building Practice Excellence

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

- Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed Rainbow Instructional Model
- Build a culture of communication, collaboration, collective responsibility & efficacy

#### Evaluating Impact on Learning

One KIS was implemented to build staff capacity to identify and teach to each student's point of need.

- Improve the use of data to inform teaching

To support the continued development of Excellence in Teaching and Learning, Rainbow P-12 College was

partnered with a lead school as part of the School Improvement Partnership initiative. The partnership and the associated resources enabled all teaching staff to participate in a number of classroom observations at other schools and for each of them to be observed by colleagues or teachers from other schools. In addition to the highly visible RIM Posters displayed throughout the school a Rainbow -12 College Instructional Model Teacher Handbook was developed to assist in supporting practice excellence.

### Achievement

The 2018 NAPLAN student performance data for Reading and Numeracy shows that Year 3 students' performance is similar to schools of similar background characteristics.

The 2018 NAPLAN also shows that student performance data for Reading and Numeracy for Year 5 students was also similar to like schools.

No School Comparison data was available for Year 7 NAPLAN; however, the 2018 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 in some areas with 90% of students achieving medium or high growth in Reading (76% 2017), 60% in Writing ( 63% 2017) , 90% in Numeracy ( 57% 2017), 60% in Spelling (63% 2017) and 50% achieving medium or high growth in Grammar and Punctuation( 63% 2017).

NAPLAN Learning Gain Year 5-Year 7 displayed significant growth in some areas with 100% of students achieving medium or high growth in Reading (88% 2017), 60% in Writing (51% 2017), 100% in Numeracy (75% 2017), 60% in Spelling (63% 2017)and 80% in Grammar and Punctuation (88% 2017).

NAPLAN Learning Gain Year 7-Year 9 once again displayed significant growth in some areas with 80% of students achieving medium or high growth in Reading (75% 2017), 40% in Writing (100% 2017), 89 % in Numeracy (92% 2017), 90% in Spelling ( 58% 2017) and 70% in Grammar and Punctuation ( 75% 2017).

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

### Engagement

In 2018 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 89% to 95% for Year Prep to Year 6. (82% to 95% 2017) Common reasons for non-attendance include illness and extended family holidays.

Attendance rates for the secondary year levels are now similar to schools with students with similar backgrounds. Attendance rates ranged from 89% to 97% for Year 7 to Year 12. (83% to 90% 2017) Common reasons for non-attendance were illness and extended family holidays.

As we now have 4 years data as Rainbow P-12 College, we have Year 7 to Year 10 Student Retention Data. The percentage of Year 7 students who remain at our school through to Year 10 is similar to like schools.

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 has remained similar to like schools.

### Wellbeing

In 2018 the school continued the development of a holistic, whole school approach to the wellbeing of our students by developing greater opportunities for Student Voice and Student Agency.

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 once again lower than like schools. In 2019, students, staff and parents will continue to implement the whole school approach to student wellbeing using the Positive Education framework and resources underpinned by our character strengths of Optimism, Zest, Grit, Social Intelligence, Gratitude, Curiosity and Self – Control.

### **Financial performance and position**

Although the Report shows a small deficit of \$5,397 after the end of year reconciliation process the school will have a small SRP surplus of \$30,000.

The College received \$31,355.00 funding to support the DSSI SIP (School Improvement Partnership) initiative throughout the calendar year that led to embedding the RIM ( Rainbow Instructional Model) and developed a culture of peer collaboration and feedback.

The \$54,150 Equity Funding was used to provide 'Catch Up' intervention programs for identified students and provide additional access for all students to online learning programs such as Mathletics.




**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: 

### School Profile

#### Enrolment Profile

A total of 125 students were enrolled at this school in 2018, 57 female and 68 male.

0 percent were EAL (English as an Additional Language) students and 0 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey




Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).





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



**(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:  ◆ 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> Similar</p> <p> Similar</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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	70%	20%	Numeracy	10%	40%	50%	Writing	40%	30%	30%	Spelling	40%	40%	20%	Grammar and Punctuation	50%	50%	0%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	10%	70%	20%																							
Numeracy	10%	40%	50%																							
Writing	40%	30%	30%																							
Spelling	40%	40%	20%																							
Grammar and Punctuation	50%	50%	0%																							



**(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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>91 %</td> <td>95 %</td> <td>89 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	91 %	95 %	89 %	94 %	95 %	94 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (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										
95 %	91 %	95 %	89 %	94 %	95 %	94 %										

(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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-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: 

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>Results: English</p>  <p>Results: Mathematics</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:

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>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>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>○ Lower</p> <p>○ Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>N/A</b>                      VET units of competence satisfactorily completed in 2018: <b>100%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>100%</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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>90 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	92 %	91 %	89 %	90 %	97 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	 Similar   Lower
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	92 %	91 %	89 %	90 %	97 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	 Similar   Similar												
<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: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	 Similar   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: 

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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Lower</p> <p> Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,244,038	High Yield Investment Account	\$40,080
Government Provided DET Grants	\$391,958	Official Account	\$10,434
Government Grants State	\$14,620	Other Accounts	\$2,716
Revenue Other	\$22,307	<b>Total Funds Available</b>	<b>\$53,231</b>
Locally Raised Funds	\$122,467		
<b>Total Operating Revenue</b>	<b>\$2,795,390</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$51,588		
Transition Funding	\$437		
Equity (Catch Up)	\$2,125		
<b>Equity Total</b>	<b>\$54,150</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,212,831	Operating Reserve	\$53,231
Books & Publications	\$2,796	<b>Total Financial Commitments</b>	<b>\$53,231</b>
Communication Costs	\$5,692		
Consumables	\$93,333		
Miscellaneous Expense <sup>3</sup>	\$144,615		
Professional Development	\$14,589		
Property and Equipment Services	\$190,313		
Salaries & Allowances <sup>4</sup>	\$54,422		
Trading & Fundraising	\$37,348		
Travel & Subsistence	\$10,376		
Utilities	\$34,350		
<b>Total Operating Expenditure</b>	<b>\$2,800,666</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$5,275)</b>		
<b>Asset Acquisitions</b>	<b>\$11,781</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 15 March 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)

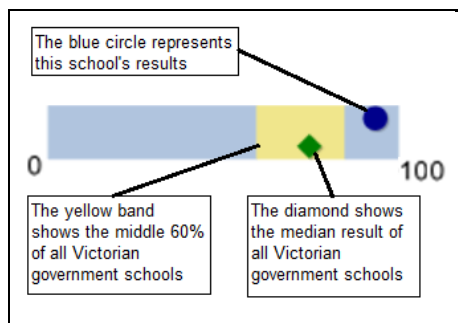
### Engagement

- student attendance and engagement at school
- 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).

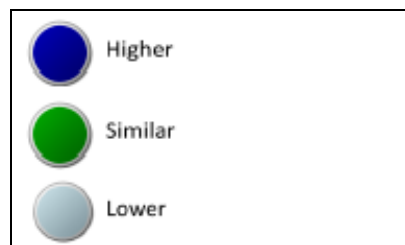


## What does *School Comparison* refer to?

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*' or '*ND*' 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').