

2019 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).
- 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 2019 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 16 March 2020 at 05:45 PM by Alan Coffey (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 March 2020 at 06:12 PM by Allan Roberts (School Council President)

About Our School

School context

Rainbow P-12 College is located in the northwest corner of Victoria. It is located in a predominantly grain and sheep farming region.

In 2019, the school had a student population of 122 students, 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 19.6 equivalent full time staff comprising of 2 principal class, 3.6 education support staff and 14.0 teaching staff. The school's Leadership Team consists of the principal, an assistant principal and a leading teacher. The school offers a broad curriculum from Prep to Year 12. Rainbow P-12 College provides specialist classes for Arts, Music, Food Technology, Digital Technology, German Language, Health and Physical Education and Science for all students from Prep to Year 6.

A comprehensive range of subjects and programs are also provided for students from Years 7 to 10, such as Design and Technology, Digital Technology, Hands on Learning and the Duke of Edinburgh Awards,

The school provides a wide range of senior secondary pathways including the Victorian Certificate of Education (VCE), VCAL (Victorian Certificate of Applied Learning), VET (Vocational Education and Training) and School Based Apprenticeships and Work Placement opportunities.

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.

Rainbow P-12 College is 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.

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, Rainbow 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.

Framework for Improving Student Outcomes (FISO)

In 2019 the staff at Rainbow P-12 College continued 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 Curriculum Planning and Assessment

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

Curriculum Planning and Assessment

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

- Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.

To support the continued development of Excellence in Teaching and Learning, Rainbow P-12 College the Literacy/English and Numeracy/Mathematics teachers worked in PLC's (Professional Learning Communities) to embed the agreed approach for teaching Mathematics and Writing. The College introduced the Spelling Mastery program from Years Prep to Year 8 in order to provide a consistent approach to teaching spelling.

The highly visible RIM (Rainbow Instructional Model) posters displayed throughout the school and the Rainbow -12 College Instructional Model Teacher Handbook continued to be used in supporting practice excellence.

Achievement

The 2019 NAPLAN student performance data shows that Year 3 students' performance in Reading is below like schools and Numeracy is similar to like schools.

The 2019 NAPLAN shows that student performance data for Reading and Numeracy for Year 5 students was above similar schools.

No School Comparison data was available for Year 7 NAPLAN; however, the 2019 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 below comparable schools.

NAPLAN Learning Gain Year 3-Year 5 continued to display significant growth in some areas with 76% of students achieving medium or high growth in Reading (2018 - 90% & 2017 - 76%), 50% in Writing (2018 - 60% & 2017 - 63%), 88% in Numeracy (2018 - 90% & 2017 - 57%), 76% in Spelling (2018 - 60% & 2017 - 63%) and 76% achieving medium or high growth in Grammar and Punctuation(2018 - 50% & 2017 - 63%).

NAPLAN Learning Gain Year 5-Year 7 also continued to display significant growth in some areas with 100% of students achieving medium or high growth in Reading (2018 100% & 2017 88%), 90% in Writing (2018 60% & 2017 51%), 77% in Numeracy (2018 - 100% & 2017 - 75%), 90% in Spelling (2018 - 60% & 2017 - 63%) and 100% in Grammar and Punctuation (2018 - 80% & 2017 - 88%).

NAPLAN Learning Gain Year 7-Year 9 once again demonstrated good growth in some areas with 70% of students achieving medium or high growth in Reading (2018 - 80% & 2017 - 75%), 70% in Writing (2018 - 40% & 2017 - 100%), 90% in Numeracy (2018 - 89% & 92% - 2017), 50% in Spelling (2018 - 90% & 2017 - 58%) and 80% in Grammar and Punctuation (2018 - 70% & 2017 - 75%).

The College's mean VCE (Victorian Certificate of Education) study score is now above similar schools. 100% of all students enrolled in VCE completed their VCE. 100% of VET (Vocational Education and Training) units of competence were satisfactorily completed. Only 50% of students enrolled in VCAL (Victorian Certificate of Applied Learning) satisfactorily completed the course requirements.

Engagement

The continued increase in student attendance is an indicator of improved student engagement within the school.

Attendance rates for the primary years ranged from 90% to 95% for Prep to Year 6. (2018 - 89% to 95% and 2017 - 82% to 95%) Common reasons for non-attendance include illness and extended family holidays.

Attendance rates for the secondary year levels ranged from 84% to 96% for Year 7 to Year 12. (2018 - 89% to 97% and 2017 - 83% to 90%). Common reasons for non-attendance were illness and extended family holidays.

This year no similar school comparison data is available.

The ongoing improvement in Year 7 to Year 10 Student Retention Data also reflects improvement in student engagement. The percentage of Year 7 students who remain at our school through to Year 10 is above like schools.

The College once again 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 data for students in Year 10 who go on to further studies or full-time employment is now above like schools.(Exit Destinations)

Wellbeing

In 2019 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 once again similar to comparable schools. School comparison data for Management of Bullying improved to above compared to like schools. In the secondary year levels, the Sense of Connectedness results on the student survey were below comparable schools while the Management of Bullying results were once again below like schools.

In 2020, 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

Rainbow P-12 College maintained a very sound financial position throughout 2019. The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position Report shows an end of year surplus of \$65,633 and after the end of year reconciliation process the school will have a small SRP surplus of approximately \$75,000.

The \$50,881 Equity Funding was used to provide 'Catch Up' intervention programs for identified students and provide additional access for all students to online and print learning materials such as Mathletics and Spelling Mastery.

Within the Financial Commitments section of this report, the School Based Programs refers to the Parents and Friends Association, who fulfil a valuable role in raising additional funds.




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 122 students were enrolled at this school in 2019, 54 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





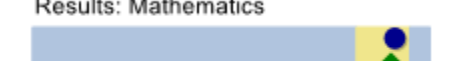





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</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>Above ●</p> <p>Above ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 25% Medium: 63% High: 13%</p> <p>Numeracy Low: 13% Medium: 88%</p> <p>Writing Low: 50% Medium: 25% High: 25%</p> <p>Spelling Low: 25% Medium: 63% High: 13%</p> <p>Grammar and Punctuation Low: 25% Medium: 63% High: 13%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <p>Low: 25% Medium: 50% High: 25%</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>90 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	90 %	94 %	91 %	94 %	95 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	90 %	94 %	91 %	94 %	95 %										

(Primary Year Levels)


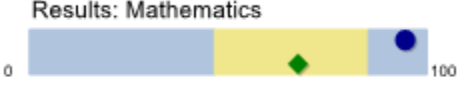


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

(Secondary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Below </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Similar ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 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 style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p style="text-align: center;">Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **13%**
 VET units of competence satisfactorily completed in 2019: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **50%**

(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: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 attendance rate by year level:</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>95 %</td> <td>91 %</td> <td>91 %</td> <td>84 %</td> <td>87 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	91 %	91 %	84 %	87 %	96 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	91 %	91 %	84 %	87 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												
<p>Exit Destinations</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>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: ◆

Key: Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
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<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</p>
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<p>Students Attitudes to School - Management of Bullying</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</p>
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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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,320,768
Government Provided DET Grants	\$399,983
Government Grants Commonwealth	\$630
Revenue Other	\$9,642
Locally Raised Funds	\$109,266
Total Operating Revenue	\$2,840,290

Funds Available	Actual
High Yield Investment Account	\$24,450
Official Account	\$14,831
Other Accounts	\$0
Total Funds Available	\$39,281

Equity ¹	
Equity (Social Disadvantage)	\$46,505
Equity (Catch Up)	\$4,376
Equity Total	\$50,881

Expenditure	
Student Resource Package ²	\$2,246,931
Books & Publications	\$2,698
Communication Costs	\$5,944
Consumables	\$92,224
Miscellaneous Expense ³	\$116,715
Professional Development	\$12,548
Property and Equipment Services	\$179,295
Salaries & Allowances ⁴	\$32,452
Trading & Fundraising	\$40,521
Travel & Subsistence	\$9,160
Utilities	\$36,169

Financial Commitments	
Operating Reserve	\$39,281
School Based Programs	\$17,572
Maintenance - Buildings/Grounds < 12 months	\$16,000
Total Financial Commitments	\$72,853

Total Operating Expenditure	\$2,774,657
Net Operating Surplus/-Deficit	\$65,633
Asset Acquisitions	(\$3,537)

- (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 26 February 2020 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)

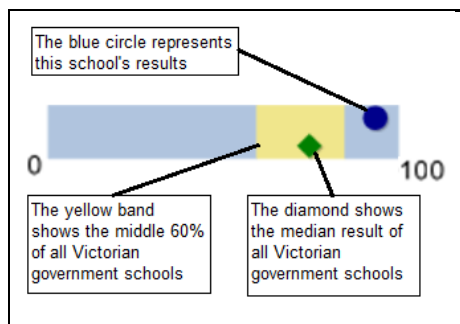
Engagement

- 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).

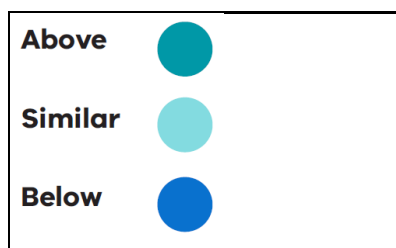


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').