

2018 Annual Report to The School Community



School Name: Benalla P-12 College (8915)



- 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 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 20 March 2019 at 09:04 AM by Anthony Clark
(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 26 March 2019 at 02:37 PM by Michael Plex
(School Council President)

About Our School

School context

Benalla P-12 College ensures that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment. The College values are Respect, Responsibility, Integrity and High Expectations.

Benalla is a regional town in North-East Victoria about 200km from Melbourne with a population of approximately 9000. Benalla P-12 College is made up of 4 campuses - Avon Street (P-4 110 students), Waller Street (P-4 200 students), Clarke Street (5-6 145 students) and Faithfull Street (7-12 445 students). The school has an SFO of 0.68, reflecting a student population from a relatively disadvantaged background. The student population has declined slightly in recent years. There are approximately 140 staff at the College including about 80 teaching staff and 4 principal class. Students can choose from the VCE and VCAL in senior years as well as several VET courses run internally and externally. Literacy and numeracy intervention programs operate from years 1-7 run by specialised staff. The College runs a range of programs to support and engage students including Hands On Learning, the Stephanie Alexander Kitchen Garden and a comprehensive careers and pathways program from years 9-12. Approximately 30 students are funded through the Program for Students with Disabilities.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence.

Key improvement strategies included literacy and numeracy coaches, Leading Teacher roles to co-ordinate literacy and numeracy intervention programs and teachers allocated to intervention roles.

Empowering students and building school pride.

Key improvement strategies including the use of the sub-school system for student management and monitoring, development and implementation of whole school behaviour expectations, clarification of teacher roles and responsibilities, introduction of Compass for student tracking.

Achievement

Improving student outcomes in literacy and numeracy have been the major achievement goals in the past year. Year 3 NAPLAN results are similar to like schools in reading and numeracy while at Year 5 they are lower on the 4 year average measure. There have been some successes reflected in NAPLAN results including increased high growth in year 5 spelling and year 9 writing; decreased low growth in year 5 writing and year 9 reading/writing; increased percentage of students in the top two bands in year 3 writing, year 9 numeracy and year 5 grammar and punctuation; decreased percentage of students in the bottom two bands in year 5 and 9 reading.

98% of VCE students successfully completed their studies in 2018. The median study score was similar to like schools.

Future directions for 2019 and beyond are to:

- continue a focus on a safe and orderly learning environment through Schoolwide Positive Behaviour Support.
- develop and embed Professional Learning Communities
- develop and embed consistent high impact instruction in all classes.

Engagement

Attendance figures are similar to previous years, with no improvement or decline in average days absent for students at both primary and secondary level. Percentage of students with more than 20 days absent is higher than similar schools and the state and is an area that needs to be addressed. Overall primary absences are greater than like schools for 2018 and for the four year average, while secondary absences, although greater in number are actually similar to like schools.

Student attitudes to school survey data shows a decline in student connectedness for secondary students while student voice has improved slightly. Year 4-6 students are generally positive in the social engagement domain

and we have seen slight improvements in data in this area.
2019 has seen the introduction of a new whole school student management system called Compass. We have refined and clarified procedures for managing student absences and have appointed one ES admin staff member to the role of attendance officer. We will continue to focus on promoting attendance in positive ways through reward and recognition systems at all year levels. The College will also continue to investigate options for alternative programs for students who are at risk and/or not attending/disengaged.

Wellbeing

The school safety domain on the student attitudes to school survey shows a decline in students perception of managing bullying and respect for diversity as they progress through the school. However, the non-experience of bullying (parent factor) increases as students get older.
Respectful Relationships will be introduced across all years levels in the next few years. The Doctors in School program has been running very successfully for 18 months and will continue. We have a range of wellbeing programs run by welfare staff including breakfast clubs and targeted social skills programs. A Wellbeing Co-ordinator has been appointed from existing staff to co-ordinate wellbeing programs across the College.

Financial performance and position

The annual financial result was a surplus because student enrolments remained at a level to ensure the SRP was sufficient, and also because there were no major school based expenditure items that were funded directly by the school. The school holds some money for the Weary Dunlop Trust account also which inflates the surplus each year.
Extraordinary revenue and expenditure came from the building program. Some of this was paid for in 2019 after being ordered in 2018 which account for a higher than expected operating surplus. Equity funding and catch up funding make a significant contribution to the school financial position
The school receives funding from a number of sources outside the SRP, including Sporting Schools Grants (used to supplement sports equipment and participation from students), PACER grants (used to subsidise Year 6 Canberra Camp), TAC funding (providing aide support to two students) and a Digitech Start-up grant (to purchase ICT equipment to support the implementation of the Vic Curriculum).




For more detailed information regarding our school please visit our website at
<https://www.benallap12.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 930 students were enrolled at this school in 2018, 446 female and 484 male.

2 percent were EAL (English as an Additional Language) students and 7 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: 

| 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"> 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> 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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> 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>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> | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>40%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 35% | 49% | 16% | Numeracy | 43% | 40% | 17% | Writing | 40% | 44% | 16% | Spelling | 25% | 51% | 24% | Grammar and Punctuation | 25% | 53% | 22% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 35% | 49% | 16% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 43% | 40% | 17% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 40% | 44% | 16% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 25% | 51% | 24% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 25% | 53% | 22% | | | | | | | | | | | | | | | | | | | | | | | |

(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>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>School Comparison 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 1016 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>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 94 % | 94 % | 93 % | 93 % | 89 % | 92 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Higher</p> <p> Higher</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 94 % | 94 % | 93 % | 93 % | 89 % | 92 % | | | | | | | | | | |

(Primary Year Levels)




Performance Summary


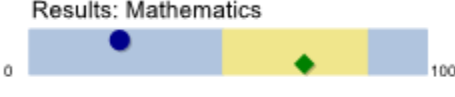


Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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"> 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> Lower</p> <p> Lower</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>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> | <ul style="list-style-type: none"> Higher Similar 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: ◆

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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>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>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p> | <p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p> | <p>● Similar</p> <p>● Similar</p> |
| <p>Students in 2018 who satisfactorily completed their VCE: 98% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 57% VET units of competence satisfactorily completed in 2018: 73% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 78%</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>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>School Comparison 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 1034"> <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>91 %</td> <td>88 %</td> <td>86 %</td> <td>85 %</td> <td>83 %</td> <td>88 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 91 % | 88 % | 86 % | 85 % | 83 % | 88 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 91 % | 88 % | 86 % | 85 % | 83 % | 88 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p>  | <p> Similar</p> <p> Similar</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</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>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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Lower</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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 | |
|--|---------------------|--|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$11,423,292 | High Yield Investment Account | \$1,462,582 |
| Government Provided DET Grants | \$2,425,052 | Official Account | \$36,187 |
| Government Grants Commonwealth | \$203,726 | Other Accounts | \$175,235 |
| Government Grants State | \$56,631 | Total Funds Available | \$1,674,005 |
| Revenue Other | \$117,521 | | |
| Locally Raised Funds | \$659,165 | | |
| Capital Grants | \$220,000 | | |
| Total Operating Revenue | \$15,105,388 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$1,463,430 | | |
| Equity (Catch Up) | \$77,349 | | |
| Equity Total | \$1,540,779 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$11,208,117 | Operating Reserve | \$217,821 |
| Books & Publications | \$10,748 | Other Recurrent Expenditure | \$44 |
| Communication Costs | \$45,558 | Funds Received in Advance | \$54,344 |
| Consumables | \$458,216 | School Based Programs | \$1,334,960 |
| Miscellaneous Expense ³ | \$758,963 | Beneficiary/Memorial Accounts | \$48,383 |
| Professional Development | \$72,896 | Funds for Committees/Shared Arrangements | \$18,452 |
| Property and Equipment Services | \$905,068 | Total Financial Commitments | \$1,674,005 |
| Salaries & Allowances ⁴ | \$923,869 | | |
| Trading & Fundraising | \$63,695 | | |
| Travel & Subsistence | \$8,486 | | |
| Utilities | \$264,589 | | |
| Total Operating Expenditure | \$14,720,205 | | |
| Net Operating Surplus/-Deficit | \$385,183 | | |
| Asset Acquisitions | \$37,721 | | |

- (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)

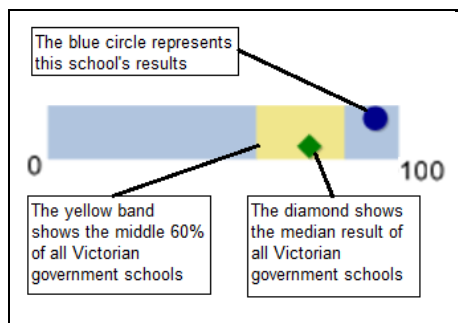
Engagement

- 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).

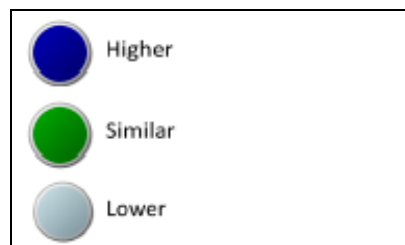


What does *School Comparison* refer to?

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').