

# 2018 Annual Report to The School Community



School Name: Tarneit P-9 College (8914)



- 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 25 March 2019 at 02:04 PM by Paris Spencer  
(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 02 April 2019 at 11:40 AM by Robert Wall (School  
Council President)

## About Our School

### School context

Tarneit P-9 College is situated in the western suburbs of Melbourne in the local area of Wyndham. Our College was established in 2013, commencing with an enrolment of 331 students and growing to 2017 students in 2018. With the development of the Tarneit area the College is estimating a growth of 2200+ students within the next three years. There are a number of new housing estates developing in Tarneit, which is contributing to our growing student numbers.

The College's vision is to provide a quality education which enables all students to progress by more than one year across all academic measures. We are committed to achieving continuous improvement of learning outcomes for all students and we are establishing a reputation of high academic achievement. The College also values its motto 'Scientia Lumen Vitae' which means 'knowledge is the light of life'. The College strives for the highest standards in English and Mathematics and compliments this with quality programs in Science, The Arts, Physical Education and French.

At Tarneit P-9 College the following values underpin the actions of our whole community:

- We value our learning.
- We are an inclusive school community.
- We are proud of ourselves, each other and the school.
- We act and are responsible.

The Tarneit community comprises of diverse family backgrounds, with a high proportion of students coming from Islander, African and Indian communities. 53% students speak English as an additional language. The College Student Family Occupation of 0.54 indicates our community come from mid socio economic backgrounds.

In 2018, the College had 70 primary classroom teachers, 26 secondary teachers, 18 primary/secondary specialist subject teachers, 44 education support staff, 14 Leading Teachers, 5 Assistant Principals and a Principal.

The rapid growth of the school community has seen a quick expansion of facilities. The College opened with two out of the three main buildings identified in the initial planning stages. This included 16 primary learning spaces, 5 specialist classrooms and a gymnasium. Over the 2013 – 2018 period, 38 relocatable buildings were brought onsite. In 2017, Stage Two of the building plan (Year 7-9 component) was constructed. This project included a state of the art, two storey building for our secondary students, including specialist spaces for science, the arts, technology and STEM. Also, included is a large senior library, double basketball court and synthetic soccer/rugby field. In addition to this, the College has also prioritised the development of our grounds, including a fence around the perimeter, grassed play areas, artificial turf areas, play grounds and a range of shading and seating. The College also integrates the latest technology as a tool to support learning. Interactive whiteboards are installed throughout the main building and LCD screens throughout the other learning spaces. Students in Year 3 to 9 participate in a one to one device program. All learning spaces have access to wireless connectivity.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes has been developed to help us work together to dramatically increase the focus on student learning in schools. The framework allows us to focus on key areas that are known to have the greatest impact on school improvement. In 2018, Tarneit P-9 College focussed on embedding and enhancing current practices to ensure maximum impact on student outcomes. We selected 'Curriculum Planning and Assessment' and 'Empowering students and building school pride' from the FISO improvement initiatives.

Curriculum, Planning and Assessment - In 2018 the College commenced a school wide focus on implementing an agreed approach to reading across the school. This work included mapping out teaching and learning

strategies from Prep to year 9, introducing a Phonics and Decoding strategy from P-2, reviewing the current reading intervention strategies and building the capacity of our staff to write high quality and differentiated reading goals aligned with units of work. We experienced success with this work, however, require further time in 2019 to develop depth of knowledge and consistency of practice across the college. We also implemented a consistent approach to explicit vocabulary teaching, through our TP9C vocabulary cycle. This was a very successfully strategy, which has resulted in students developing a love of learning new words and teachers monitoring student progress with pre, post and formative assessments. The College has also been recognised through BASTOW as an exemplar model for vocabulary teaching.

Empowering students and building school pride- In 2018 the College focussed on developing and implementing an extra curricular plan for student engagement. This work provided an opportunity for students in engage in a number of lunchtime clubs and allowed us to develop partnerships with local organisations and community groups. We also had a strong focus on improving student attendance and started our next level of work around student voice, agency and leadership.

## Achievement

The Tarneit P-9 College vision is to provide a quality education which enables all students to progress by more than one year across all academic measures. We are committed to achieving continuous improvement of learning outcomes for all students. The College expects more than one year's growth for every student across all curriculum areas. Our staff work in collaborative teams to take a shared ownership for monitoring and responding to the learning needs of all students. Through high quality instructional practice and differentiating the curriculum, individual student learning needs are identified and catered for.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, implement a forward thinking, student focused curriculum. The College strives for the highest standards in English and Mathematics and compliments this with quality programs in Science, The Arts, Physical Education and French. In 2018 the College continued to implemented a comprehensive curriculum from Foundation to Year 9, ensuring a progressive and seamless curriculum as students progress through their schooling. We are focused on delivering a curriculum that promotes and develops high level literacy and numeracy skills, along with higher order thinking skills.

The extensive growth of the College and lack of trend data due to the number of years of operation should be taken into consideration when reviewing the College achievement data.

The College teacher judgment data indicates that the percentage of students in Prep to Year 9 working at the expected level or above in English and Mathematics is comparable to similar schools. Our NAPLAN data is inconsistent in trend analysis due to the extensive growth of our cohorts. The NAPLAN Learning Gain results in Year 5-7 and 7-9 indicate results above or close to the expected 25% low, 50% medium and 25% high growth expected between the assessments. However, our 3-5 Learning Gain results indicate our students are underperforming and require opportunities for extension. Monitoring and improving these results will continue to be a focus of the College in 2019.

The College is very pleased to report that for the first time in six years we are averaging a 1.01 growth for reading across the College. Despite this positive result we still have variability across the College and need to spend time embedding this work and building depth in our practices.

In 2018, all students on the Program for Students with Disabilities (PSD) showed satisfactory or higher progress in achieving their individual learning goals.

The College NAPLAN and Teacher Judgement data indicate that writing is the next priority for the school going forward.

## Engagement

Student absence continues to be a priority for the College. The results presented in the Annual Report indicate that both the primary and secondary year levels are lower comparable to like schools for the 2018 period. The main indicator of concern regarding the school attendance data is 'unexplained absences' and 'family holiday'. In 2018 the College implemented a Student Attendance Policy with accompanying strategies for reducing the absence rates of students from Prep to Year 9 and following up with documented reasons for absence. These strategies will continue to be implemented and monitored in 2019.

The College has formed strong partnerships with Tarneit Central Kindergarten and Tarneit Senior College to support student transition from K-12. As students progress through their school the curriculum design allows for a variety of subjects to be offered, ensuring that students have opportunities to pursue their own pathway.

In 2018 the Student Attitudes to School Survey results in Years 7-9 showed equivalent or lower results than similar schools in measuring students' sense of connectedness and management of bullying. In Year 4-6 the Students Attitudes to School Survey resulted in lower results compared to similar schools. The College has incorporated a strong focus on 'Student Voice' within the School Strategic Plan to enhance student connectedness and develop an ownership of the College. In addition to this, the College will be working with students across the primary and secondary year levels to receive feedback regarding the effectiveness of identified strategies.

Student agency, voice and leadership were identified in our first strategic plan as a goal for our College, however, we have had limited impact in this area over the last four years. The work and actions we have implemented have resulted in surface level practices and have had minimal impact on student learning (e.g. SRC). Our Attitudes to School data and relevant Parent Opinion and Staff survey measures support the need to prioritise this work going forward. The College has spent the last 6 months building our collective knowledge in this area and getting our students and staff excited about the opportunities going forward. We are looking forward to implementing this work in 2019.

## Wellbeing

The School Wide Positive Behaviour initiative underpins the College's approach to wellbeing. To achieve this, the whole school community has a strong focus on explicitly teaching students the expected behaviours and attitudes aligned with the College values.

In 2018, the College further expanded our Student Welfare and Learning Team to include additional allied health staff and Student Engagement Coaches. These staff worked collaboratively with staff to implement a range of support, intervention and prevention strategies. We also work closely with the Wyndham Student Support Services and local organisations to support our student and family community. In 2018 our staff worked collaboratively to develop consistent school wide processes and structures aligned with the Response to Intervention Model.

Tarneit P-9 College is working hard to build a safe and orderly learning environment. The Students Attitudes to school Student data, Sense of Connectedness to School is similar to comparable schools secondary year levels, however, Management of Bullying is in both primary and secondary year levels. To support this, in 2018 the College introduced a rigorous wellbeing curriculum aligned with the Victorian Curriculum and reflective of the needs of our community. We also commenced a review of our current policies to ensure a consistent and purposeful approach. In 2019, we are introducing the Rights, Resilience and Respectful Relationships (RRRR) curriculum for all Prep - Year 9 students. Monitoring and improving these results will continue to be a focus of the College in 2019.

## Financial performance and position

The College ended the 2018 year with \$950,033 surplus and overall financial position of \$3, 348, 590. Our strong financial position is due to the rapid growth of the College and our staffing profile. In 2018 significant funds were

allocated to effective resourcing of the Stage 2 project, along with the development of our grounds. Further funds will be allocated to these areas in 2019.

**For more detailed information regarding our school please visit our website at**  
[www.tarneitcollege.vic.edu.au](http://www.tarneitcollege.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 1983 students were enrolled at this school in 2018, 992 female and 991 male.

59 percent were EAL (English as an Additional Language) students and 1 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><b>Teacher Judgement of student achievement</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>

(Primary Year Levels)

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>49%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>51%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	54%	19%	Numeracy	30%	48%	22%	Writing	31%	49%	19%	Spelling	26%	50%	24%	Grammar and Punctuation	30%	51%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	28%	54%	19%																							
Numeracy	30%	48%	22%																							
Writing	31%	49%	19%																							
Spelling	26%	50%	24%																							
Grammar and Punctuation	30%	51%	18%																							



(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><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</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><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> 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>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>	<p> Similar</p> <p> Similar</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><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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: <a href="#">N/A</a>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <a href="#">N/A</a>                      VET units of competence satisfactorily completed in 2018: <a href="#">N/A</a>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <a href="#">N/A</a></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 1000 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>91 %</td> <td>90 %</td> <td>89 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	89 %	NA	NA	NA	<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>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	89 %	NA	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												

(Secondary Year Levels)

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><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> Similar</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	\$15,714,720	High Yield Investment Account	\$2,996,748
Government Provided DET Grants	\$2,402,138	Official Account	\$7,459
Government Grants Commonwealth	\$25,748	Other Accounts	\$1,013,107
Revenue Other	\$112,321	<b>Total Funds Available</b>	<b>\$4,017,314</b>
Locally Raised Funds	\$688,430		
<b>Total Operating Revenue</b>	<b>\$18,943,358</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$420,604		
Transition Funding	\$16,094		
Equity (Catch Up)	\$36,125		
<b>Equity Total</b>	<b>\$472,822</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$14,881,571	Operating Reserve	\$438,582
Books & Publications	\$65,234	Funds Received in Advance	\$98,825
Communication Costs	\$37,319	School Based Programs	\$214,900
Consumables	\$476,432	Funds for Committees/Shared Arrangements	\$10,884
Miscellaneous Expense <sup>3</sup>	\$1,007,689	Asset/Equipment Replacement < 12 months	\$100,000
Professional Development	\$58,782	Maintenance - Buildings/Grounds < 12 months	\$1,585,400
Property and Equipment Services	\$1,208,326	Capital - Buildings/Grounds > 12 months	\$900,000
Salaries & Allowances <sup>4</sup>	\$98,594	<b>Total Financial Commitments</b>	<b>\$3,348,590</b>
Trading & Fundraising	\$46,404		
Utilities	\$113,077		
Adjustments	(\$103)		
<b>Total Operating Expenditure</b>	<b>\$17,993,325</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$950,033</b>		
<b>Asset Acquisitions</b>	<b>\$99,222</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)

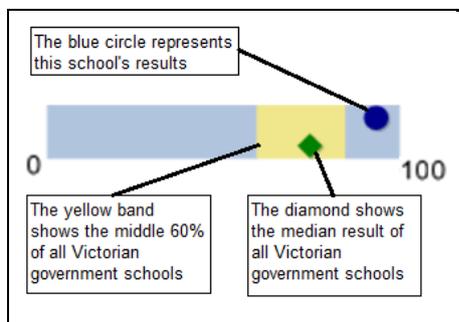
### Engagement

- 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).

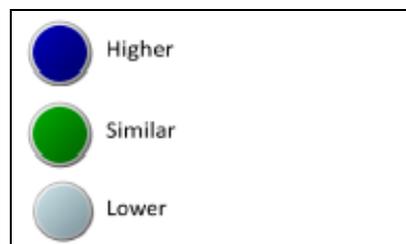


## What does *School Comparison* refer to?

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').