

2019 Annual Report to The School Community



School Name: Manangatang P-12 College (6235)



- 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 10 June 2020 at 04:39 PM by Natalie Mouvet (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 18 June 2020 at 11:51 AM by David McNicol (School Council President)

About Our School

School context

Manangatang P-12 College provides a supportive and inspiring environment where students are empowered to embrace learning, enhance their talents and achieve their personal best. The College aims to build the social, emotional and physical well-being of students, and encourage them to contribute positively as global citizens. In partnership with the community, learners are supported to become positive members of society. Manangatang P-12 College was a member of the Mallee Education Cluster within the North West Region. Students are drawn from an area of approximately 4,000 square kilometres. We have a tradition of high academic achievement and high satisfaction levels from parents and students but less so in recent years. Enrollment numbers have declined over the past decade, in line with a declining district population. Socioeconomic measures, such as SFO, have also declined in this time.

This school has 14.3 equivalent full-time staff: 2 Principal class, 9 Teachers and 3.3 Education Support staff. Students are challenged to set meaningful goals and these are revisited on a regular basis. Attendance strategies have been a high priority in recent years because excellent attendance is known to improve student outcomes. Despite this, attendance rates have been adversely affected by a small number of students.

Student Engagement and Well being is underpinned by our core school values can be outlined as: Relationships - Building trust through communication. Respect- For ourselves, for others, for our College and for our Community. Responsibility- For our actions - to myself, to you, to us.

Resilience- Persistence in moving forward. Respect, In 2019 it was recognised that resourcing Well being support needed review therefore a number of interventions to support whole school change have been identified to be introduced in 2020.

In recent years, teacher professional learning has been a major focus. Learning teams aim to improve the capacity of all teachers to implement enhanced teaching strategies, consistent with the Department of Education & Training's initiatives. Use of Compass has assisted teachers to enhance their teaching and assessment of students and improve communication between teachers and parents.

Framework for Improving Student Outcomes (FISO)

In 2019 there was some improvement in teacher practice, evidenced by peer observations and student feedback however there are still inconsistencies between classes. Teachers are increasingly seeking student feedback to set challenging tasks and encourage students to engage with them. Teachers have begun to expand their repertoire of strategies in their class rooms. Teachers shared challenges that reflected on their practice and shared self-assessment and feedback with colleagues. Professional Learning Teams were established to develop a culture of working in teams that analyse student learning and reflect on the effectiveness of their own teaching. Despite some improved practices evidence for the implementation of the school's key improvement strategies remains variable across teachers.

The key improvement strategies employed were to:

- Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework.
- Embed student voice and agency in student learning

A culture of seeking student voice and the active participation of students to contribute to the teaching and learning environment is being developed and has begun to be visible in curriculum offerings and pedagogical practices of teachers.

Achievement

The 2019 the school continued to work on its strategic plan goal of maximising the learning and growth of all students. Our students in the primary years achieved similar results in English to similar schools but below in Mathematics.

NAPLAN results reinforce teacher judgements with year 5 students in achieving above the state median in literacy but below in numeracy. Staff attribute learning gain in Reading for students in Years 5 to increased focus on comprehension tasks. 55% of students achieved medium to high growth in writing, 60% in Spelling and 90% in Grammar and Punctuation. 50% of students achieved learning gain in Numeracy.

Teacher judgement of students in Years 7-10 placed students at achieving similar to like schools in English but below in Mathematics. In NAPLAN students in Year 7 achieved above the state median. Year 7s achieved below the state median for Maths. At Year 9 students achieved well below the state median in English and Maths.

Year 7 NAPLAN students achieved medium to high learning gain groups as follows 68% for Reading, 67% in Writing, 100% in Spelling and 84% in Grammar and Punctuation. 88% of students achieved medium growth in numeracy.

Year 9 NAPLAN results show 60% of students achieving medium growth in Reading, 72% achieving medium to high growth in Writing, 83% medium growth in Spelling and 84% with medium to high growth in Grammar and Punctuation. 71% of students in Year 9 achieved medium to high growth in Numeracy.

2019 VCE Mean study score were below similar schools.

Engagement

Student average absences across F-12 was higher than similar schools. The average attendance has been greatly affected by siblings with very poor attendance. Student retention is lower than other schools, this can be attributed to an increase in the number of transient families. Students exiting to further studies and full-time employment (past 4 years) was impacted by a high number of students taking a gap year and temporary employment.

Key strategies to support improvement: Giving a high profile and high priority to the importance of student attendance. An emphasis on the development of Student Voice within the curriculum and other areas of the school program.

Provision of VCE, VCAL, Traineeship, School-Based Apprenticeship and VET options for senior students to cater for the diversity of student needs. A Career and Personal Learning subject was introduced to support students in years 7-12 to provide a focus on current and future priorities.

Wellbeing

Student Attitude to School data for Management of Bullying is less favourable than other like schools at both the Primary and secondary year levels. Student Attitude to School data for Sense of Connectedness is also lower than for other schools in both Primary and Secondary Levels.

Key strategies to support improvement: Student distress was recognised early in 2019 in response the College hired a qualified Wellbeing Coordinator. The Manangatang P-12 College Student Management Procedures 2020 and Student Behaviour matrix document were created, SSSO support was sought to provide guidance to staff, students and parents.

The impact of having Wellbeing expertise available to students, staff and parents made a difference to meeting the needs of our students with additional or complex needs. The number of students identifying as Koorie has increased, a cultural audit has been completed with the hope that Aboriginal education will be influenced in 2020 and that direct support and resources can be provided to those families. Student Support meetings were formally scheduled in Term 4 for all students identified as requiring additional support with follow up appointments scheduled for the new year.

Excursions and provision of visiting speakers to address student wellbeing issues and the referral of targeted students to agencies with specialist skills to ensure needs were being appropriately met.

Authentic student voice and agency is beginning to impact on College culture with students strongly encouraged to share their thoughts on the environment in which they would like to learn, their voice has impacted staffing decisions, raising teacher expectations, the curriculum grid and priorities for student leadership.

Financial performance and position

The school is currently in a sound financial position. The school is in a surplus with all monies attached to projects to be expended during 2019. Our focus is to maintain programs that stimulate the interests with hands on learning experiences to motivate and engage students. Continuing to develop consistency and quality of teaching practice was

a focus. With the continued shedding of staff due to our declining numbers, we have been able to keep our staffing expenditure down. Funds are being monitored continuously to ensure the best results for our students. The school continues to address areas of improvement in consultation with students, staff and community. Funds have begun to be redirected to Well being resources in recognition of the needs of our staff, students and families.

For more detailed information regarding our school please visit our website at
<https://www.manang.vic.gov.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 85 students were enrolled at this school in 2019, 37 female and 48 male.

ND were EAL (English as an Additional Language) students and 6 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).

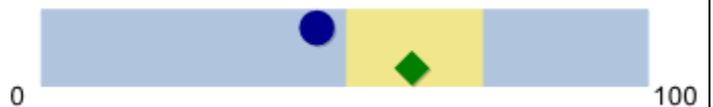
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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.



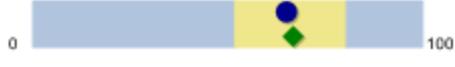
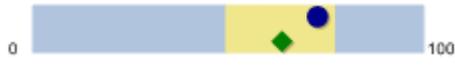
(Primary Year Levels)

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>Similar </p> <p>Below </p>

(Primary Year Levels)

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 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>No Data Available</p> <p>No Data Available</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>Below </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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	44%	44%	Numeracy	50%	40%	10%	Writing	44%	44%	11%	Spelling	40%	50%	10%	Grammar and Punctuation	10%	60%	30%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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(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>Below </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>92 %</td> <td>94 %</td> <td>88 %</td> <td>90 %</td> <td>87 %</td> <td>93 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	88 %	90 %	87 %	93 %	86 %	<p>Similar school comparison not available</p>
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(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>Below ●</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>Below ●</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>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 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>Below ●</p> <p>Below ●</p>

(Secondary Year Levels)

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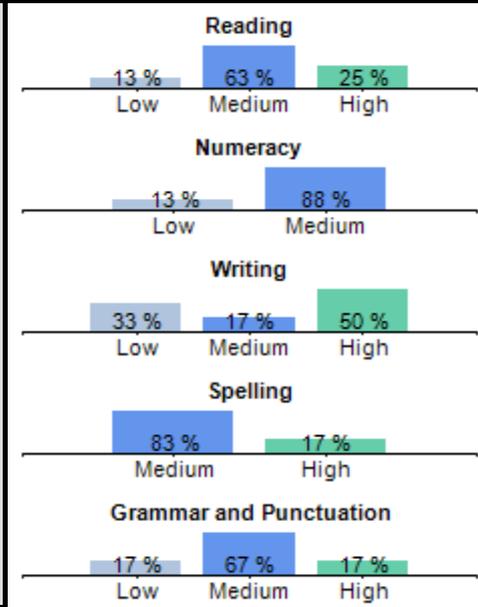
Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
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NAPLAN Learning Gain Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.



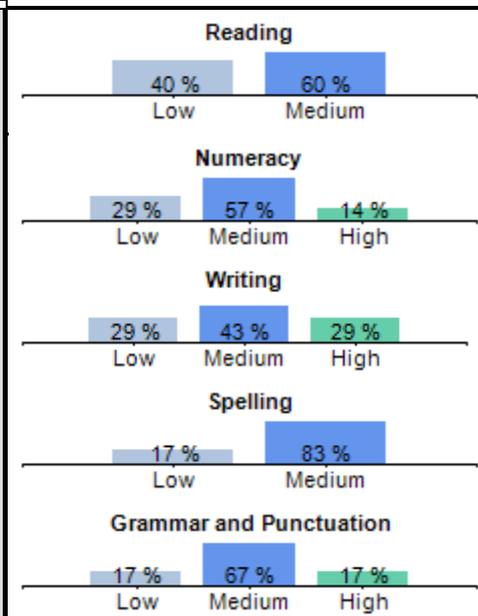
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.



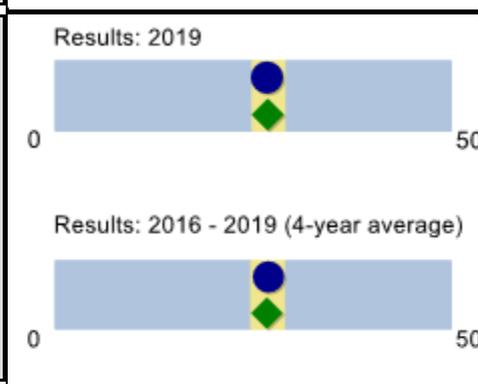
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

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.



Below ●

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: **23%**
 VET units of competence satisfactorily completed in 2019: **33%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **74%**

(Secondary Year Levels)

Performance Summary

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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>Below </p>												
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Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	94 %	80 %	87 %	81 %	97 %									
<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>Below </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>Below </p>												

(Secondary Year Levels)

Performance Summary

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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>Below ●</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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,986,973	High Yield Investment Account	\$280,064
Government Provided DET Grants	\$385,698	Official Account	\$28,884
Government Grants Commonwealth	\$1,800	Other Accounts	\$0
Government Grants State	\$9,300	Total Funds Available	\$308,948
Revenue Other	\$27,689		
Locally Raised Funds	\$83,357		
Total Operating Revenue	\$2,494,817		
Equity¹			
Equity (Social Disadvantage)	\$32,730		
Equity (Catch Up)	\$8,533		
Equity Total	\$41,264		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,814,470	Operating Reserve	\$62,752
Books & Publications	\$3,806	Funds Received in Advance	\$16,830
Communication Costs	\$4,703	School Based Programs	\$107,502
Consumables	\$68,867	Funds for Committees/Shared Arrangements	\$11,386
Miscellaneous Expense ³	\$70,044	Asset/Equipment Replacement < 12 months	\$10,000
Professional Development	\$5,889	Maintenance - Buildings/Grounds < 12 months	\$38,085
Property and Equipment Services	\$171,761	Total Financial Commitments	\$246,555
Salaries & Allowances ⁴	\$81,871		
Trading & Fundraising	\$13,086		
Travel & Subsistence	\$9,152		
Utilities	\$27,620		
Total Operating Expenditure	\$2,271,267		
Net Operating Surplus/-Deficit	\$223,550		
Asset Acquisitions	\$0		

(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)

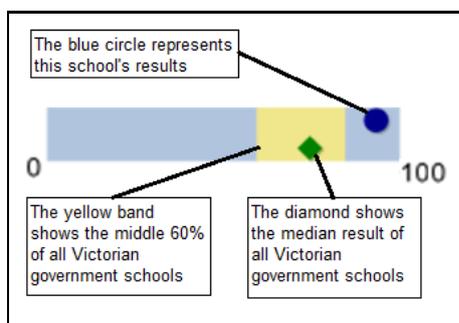
Engagement

- 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').