

2019 Annual Report to The School Community



School Name: Wodonga Middle Years College (8851)



- 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 01 April 2020 at 11:37 AM by Maree Cribbes (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 09 November 2020 at 03:16 PM by Paul Thorpe (School Council President)

About Our School

School context

Wodonga Middle Years College – Every Student, Every Opportunity, Success for All

Our Vision - Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship.

Wodonga Middle Years College is a secondary school catering to 965 students, 450 at the Huon Campus, 465 at the Felltimber campus and 49 at the Flying Fruit Fly Circus School, mainly in years 7, 8 & 9. Wodonga Middle Years College has 1 Executive Principal, 1 Campus Principal, 4 Assistant Principals, 9 Leading Teachers, 3 Learning Specialists, 65 Classroom Teachers and 32.2 Education Support Staff.

There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFFCS). The Flying Fruit Fly Circus School has students in year 3-9.

The college operates a Neighbourhood Campus Policy. Students attend their closest campus.

The combined Student Family Occupation Education index is 0.52 across the 3 campuses

The college was established in 2006 and is in its fourteenth year of operation.

The college is set up in House teams with CARE classes being the basis for pastoral care. There are 2 House Teams at each campus. Houses are named using local aboriginal names for animals.

School Wide Positive Behaviour Support (CARE) and Restorative Practices form the basis for our student management and wellbeing.

Students complete a core of studies:

Year 7, English, Maths, Humanities, Science, Health and Physical Education

Years 8 & 9, Maths, Science, English, Humanities, Health and Physical Education plus a range of electives in PE, Arts, Technology and Languages

Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Literacy Intervention, Program for Students with Disabilities, Hands On Learning Program (HOLP), Respect and Acceptance Art Club, Student leadership groups, and the Flying Fruit Fly Circus School.

Students from Year 7-9 are involved in a BYOD i-Pad program and the college has chosen Desire to Learn as its learning management system.

The College operates an extensive co curricular program including instrumental music, a camp week, sport and cultural activities.

Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

Framework for Improving Student Outcomes (FISO)

During 2019 the school underwent a full Strategic Review. Throughout the year there was a continued focus on the FISO initiatives Excellence in Teaching and Learning (Building Practice Excellence and Curriculum Planning and Assessment) and Positive Climate for Learning (Setting expectations and promoting inclusion).

Excellence in Teaching and Learning

Best Practice Lesson plans have become embedded at the college and the continued focus in 2019 was to ensure that these were documented on D2L with rubrics for each assessment. This curriculum documentation transfer to Desire to Learn (D2L) is being continually improved into 2020 with a focus on incorporating AVID strategies and ensuring High Impact Teaching Strategies and critical reading are used in lessons. The focus on ensuring a Guaranteed and Viable curriculum from Year 7 -12 in conjunction with Wodonga Senior Secondary College has been completed and will be a continued focus in 2020. Class profiling continues to be a focus at WMYC, with work on SIMS to ensure this is accessible to all teachers. Teacher triads for teacher observation, feedback and ultimately improvement in teaching and learning continued through 2019.

Positive Climate for Learning

High expectations are framed by the school's vision and values and these are supported by our CARE program

(SWPBS). CARE - C stands for Care for relationships. A stands for Achievement through Aspiration. R stands for Respect and E stands for Engagement. The focus in 2019 was to ensure there was ample signage for this program around the school. This was achieved.

Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Literacy Intervention, Program for Students with Disabilities, Hands On Learning Program (HOLP), Academic Intervention, Respect and Acceptance Art Club and the Flying Fruit Fly Circus School.

Individual Education Plans (IEPs) are implemented for all students with specific needs, with a focus in 2019 to having IEPs for all students. This ensures that students set aspirational learning goals to monitor and assess their progress and are given time to continually reflect on these.

Achievement

During 2019 Professional Learning Communities (PLCs) a within the College focused on ensuring a Guaranteed and Viable Curriculum, with a focus on writing, feedback and reporting student achievement to students and parents. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement.

Victorian Curriculum results at the primary levels are performing very similar to the state average across all areas. At the secondary levels, Maths and English Victorian Curriculum results are well below the state median, however still similar to our network schools.

In NAPLAN year nine, the results for reading and numeracy are similar to other schools, but below the state median. There is a learning gain from year 7 to year 9 in reading with 64% of students with medium and high growth (up from 53% in 2018)

There is a learning gain from year 7 to year 9 in numeracy with 65% of students in with medium and high growth (up from 57% in 2018)

There is a learning gain from year 7 to year 9 in writing with 67% of students in with medium and high growth (up from 52% in 2018)

There is a learning gain from year 7 to year 9 in spelling with 67% of students in with medium and high growth (up from 61% in 2018)

There is a learning gain from year 7 to year 9 in grammar and punctuation with 62% of students in with medium and high growth (down from 63% in 2018)

There is a corresponding general decrease in low learning gain in reading and writing. These trends are very promising and are a focus for our College in 2020. Our Learning Specialist in literacy along with the MYLNS teachers will continue to focus on reading in 2020. They will have a renewed focus on students performing in the bottom two bands. Teachers are continuing to be provided professional learning in reading to learn strategies. There is also a focus on teachers being reflective of their practice to create improvement in student results. There is a continued focus on building a positive climate for learning in the College.

Engagement

2019 was a year to look deeply at our practice through the Strategic Review. Our attendance processes were continually reviewed, refined and updated, using the SIMS system for monitoring student attendance. Through this system we have a benchmark to improve student attendance. Our attendance data has declined since 2015 but between 2106 and 2018 held. The data in 2019 has shown a very slight improvement. We have reviewed our form group class at the start of the day and changed this to the middle of the day as our data was showing us that many students were missing this class. We have also committed to employing an ES staff member in 2020 to work with the Student Management Team to follow up chronic absences.

Catering for student individual differences through programs such as High Water Theatre, Flying Fruit Fly Circus School and the Flexible Learning Centre increased the diversity of options for all middle years students.

We continue to develop effective partnerships with community agencies and other education providers so as to support the College community

Middle Years Aspiration Plans (MAPs) continue to be implemented and support students with setting and achieving

their learning goals and to also build a vision of achievement and success at school.

Our Student Attitudes to School Survey indicated that our students feel a sense of connectedness to the school. In the secondary years, engagement as measured by attendance is similar than the median of Victorian schools with attendance on average at or above 90% for year 7 and declining to 86% by Year 9.

We are working on a publicity campaign for attendance at our school to ensure that all families and students understand that it is not OK to be away from school. We also ensure that student attendance is everyone's business in the school. We will continue to send SMS messages to parents to alert them of student non-attendance and unexplained absences.

Wellbeing

Our school values - Care for relationships, Achievement, Respect & Resilience and Engagement (CARE) continue to build a positive, safe and orderly learning environment within the College. It has been a focus in 2019 to ensure that CARE signage is clearly displayed across the campuses of Wodonga Middle Years College.

Student management processes and documents were updated. This ensures a common and consistent approach across the College. We also worked with Wodonga Senior Secondary College to ensure that there is a common classroom management approach across the two school so that it eases transition for students.

The House structure continues to ensure that staff purposefully build positive relationships and respect as well as understanding students and how they learn.

Student support in 2019 included structured House teams with student advocacy, a wellbeing team with case managers and Defence Force Liaison on each campus. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices.

WMYC developed close relationships with many wellbeing agencies in 2019, including North East Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space.

Many wellbeing programs are offered within the college by the Wellbeing Team.

Financial performance and position

Wodonga Middle Years College maintained a sound financial position throughout 2019. The School Strategic Plan (2015-2019) along with the 2019 Annual Implementation Plan provided the framework for school council allocation of funds to support the important school programs and the priorities of the School Strategic Plan.

The Financial Performance and Position report shows an end of year surplus of annual result was a surplus of \$109753. This surplus was due to careful staff planning to ensure that the budget was met. The cost of Casual Relief Teachers (CRTs) at Wodonga Middle Years College continues to be a big expenditure item that the school needs to manage. The College received equity funding which was spent mainly on staffing for programs for disadvantaged students. Some examples are the Wellbeing program, the Koorie Art Club and smaller literacy classes.

For more detailed information regarding our school please visit our website at

<http://www.wmyc.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary/secondary school type.*

Enrolment Profile

A total of 919 students were enrolled at this school in 2019, 451 female and 468 male.

5 percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	62.5	78.3	67.8	85.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	45.3	61.5	50.9	73.2

PRIMARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	86.3	89.7	81.7	95.0	Similar
Mathematics	87.2	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year level 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	66.7	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	50.0	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	66.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	66.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	79.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	75.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student’s gain is in the Top 25 percent of their cohort, their gain level is categorised as ‘High’. If their gain is in the Bottom 25 percent of their cohort, their gain level is ‘Low’, and for the remaining 50 percent of gains the gain level is categorised as ‘Medium’.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	40.0	40.0	20.0
Numeracy	60.0	40.0	0.0
Writing	20.0	80.0	0.0
Spelling	20.0	80.0	0.0
Grammar and Punctuation	20.0	80.0	0.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	8.4	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	8.0	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)				99	97	96	95

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.2	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	82.4	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	66.7	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	75.6	81.7	74.4	89.1	-

SECONDARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	51.1	78.4	63.3	90.2	Below
Mathematics	31.0	67.9	47.2	85.5	Below

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	38.4	52.6	40.0	67.4	-
Year 7	Numeracy - latest year	29.0	53.9	40.0	67.6	-
Year 9	Reading - latest year	31.0	43.8	31.4	57.9	Below
Year 9	Numeracy - latest year	26.7	42.9	29.9	59.9	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	39.0	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	36.2	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	31.7	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	26.6	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the Top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the Bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	38.9	50.0	11.1
Year 5 to 7	Numeracy	42.9	45.8	11.3
Year 5 to 7	Writing	39.5	43.7	16.8
Year 5 to 7	Spelling	37.6	44.5	18.0
Year 5 to 7	Grammar and Punctuation	38.8	48.6	12.7
Year 7 to 9	Reading	36.6	49.7	13.7
Year 7 to 9	Numeracy	34.5	55.4	10.1
Year 7 to 9	Writing	33.1	46.2	20.7
Year 7 to 9	Spelling	32.4	47.3	20.3
Year 7 to 9	Grammar and Punctuation	38.5	40.7	20.9

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)					
Mean Study Score (4 year average)					

Students in 2019 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A percent.**

VET units of competence satisfactorily completed in 2019: **N/A percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of Student Absence Days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	21.1	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	24.1	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	90	88			

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	0.0	75.6	66.7	82.1	Below
Retention (4 year average)	0.4	75.3	67.1	80.8	-

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)					
Student Exits (4 year average)					

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	44.5	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	46.5	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	39.7	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	43.3	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$10,823,270
Government Provided DET Grants	\$1,847,146
Government Grants Commonwealth	\$85,893
Government Grants State	\$0
Revenue Other	\$263,879
Locally Raised Funds	\$596,810
Capital Grants	\$0
Total Operating Revenue	\$13,616,998

Equity ¹	Actual
Equity (Social Disadvantage)	\$917,701
Equity (Catch Up)	\$81,394
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$999,095

Expenditure	Actual
Student Resource Package ²	\$10,863,218
Adjustments	\$0
Books & Publications	\$12,108
Communication Costs	\$67,744
Consumables	\$326,338
Miscellaneous Expense ³	\$682,744
Professional Development	\$37,056
Property and Equipment Services	\$765,646
Salaries & Allowances ⁴	\$499,838
Trading & Fundraising	\$25,322
Travel & Subsistence	\$26,700
Utilities	\$200,529
Total Operating Expenditure	\$13,507,244
Net Operating Surplus/-Deficit	\$109,753
Asset Acquisitions	\$107,073

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$125,662
Official Account	\$116,826
Other Accounts	\$10
Total Funds Available	\$242,498

Financial Commitments	Actual
Operating Reserve	\$242,498
Other Recurrent Expenditure	\$28,709
Provision Accounts	\$0
Funds Received in Advance	\$292,986
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$564,193

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Mar 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').