

2018 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 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 19 March 2019 at 10:17 AM by Maree Cribbes
(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 May 2019 at 12:44 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 841 students, 423 at the Huon Campus, 362 at the Felltimber campus and 56 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, 8 Leading Teachers, 2 Learning Specialists, 56 Classroom Teachers and 29.6 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 Student Family Occupation Education index is 0.60 at Huon campus, 0.64 at Felltimber Campus and 0.28 at the FFFCS.

The college was established in 2006 and is in its thirteenth 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, 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, camps, 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 2018 there was a renewed 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 2018 was to ensure that these were documented on D2L. This curriculum documentation transfer to Desire to Learn (D2L) is continuing in 2019 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 reviewed in 2019. 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 was

implemented in 2016 and continues into 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.

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 2018 to having IEPs for all students. This ensures that students set aspirational learning goals to monitor and assess their progress.

Achievement

During 2018 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 similar to but exceed the median for Victorian schools and are at the top end of the middle 60%.

At the secondary levels, Maths and English Victorian Curriculum results are similar to but below the state median, however still just within the middle 60% of all Victorian 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 53% of students with medium and high growth (down from 61% in 2017)

There is a learning gain from year 7 to year 9 in numeracy with 57% of students in with medium and high growth (down from 67% in 2017)

There is a learning gain from year 7 to year 9 in writing with 52% of students in with medium and high growth (the same as 2017)

There is a learning gain from year 7 to year 9 in spelling with 61% of students in with medium and high growth (down from 72% in 2017)

There is a learning gain from year 7 to year 9 in grammar and punctuation with 63% of students in with medium and high growth (down from 66% in 2017)

There is a corresponding general increase in low learning gain in reading and writing. These trends are concerning and are a focus for our College in 2019. We have employed a Leading Teacher in Literacy in 2018 to begin to address these issues. This position is continuing in 2019 with a focus on reading to learn. Teachers are being 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

2018 was a year of consolidation and review of our attendance processes, 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 has held. Student attendance processes are continually reflected on and a reviewed. 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.

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) were introduced and 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.

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 2018 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 2018, 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's annual result was a surplus of \$115470. 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.

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 845 students were enrolled at this school in 2018, 415 female and 430 male.

4 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey



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





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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> 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>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>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>● Similar</p> <p>● Similar</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>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>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>17%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>75%</td> <td>25%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	33%	50%	Numeracy	33%	50%	17%	Writing	38%	50%	13%	Spelling	50%	25%	25%	Grammar and Punctuation	75%	25%	0%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	17%	33%	50%																							
Numeracy	33%	50%	17%																							
Writing	38%	50%	13%																							
Spelling	50%	25%	25%																							
Grammar and Punctuation	75%	25%	0%																							

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <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>NA</td> <td>NA</td> <td>NA</td> <td>98 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	NA	NA	98 %	95 %	95 %	96 %	<div style="margin-bottom: 20px;"> <p>Results: 2018</p> <p>Few absences <-----> Many absences</p> </div> <div> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> </div>	<div style="margin-bottom: 20px;"> <p style="text-align: center;">● Higher</p> </div> <div> <p style="text-align: center;">● Higher</p> </div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	NA	NA	98 %	95 %	95 %	96 %										

(Primary Year Levels)




Performance Summary





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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Lower</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> 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>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>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>		<ul style="list-style-type: none"> Lower Similar Lower Similar

(Secondary Year Levels)

Performance Summary





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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>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: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1037"> <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>89 %</td> <td>87 %</td> <td>86 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	86 %	NA	NA	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	86 %	NA	NA	NA									
<p>Student Retention</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>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>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>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,899,235	High Yield Investment Account	\$105,580
Government Provided DET Grants	\$1,613,739	Official Account	\$96,753
Government Grants Commonwealth	\$78,447	Other Accounts	\$10
Revenue Other	\$104,955	Total Funds Available	\$202,342
Locally Raised Funds	\$308,387		
Total Operating Revenue	\$12,004,762		
Equity¹			
Equity (Social Disadvantage)	\$896,101		
Equity (Catch Up)	\$92,647		
Equity Total	\$988,748		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,819,197	Operating Reserve	\$202,342
Books & Publications	\$8,590	Other Recurrent Expenditure	\$41,456
Communication Costs	\$50,762	Funds Received in Advance	\$150,887
Consumables	\$260,487	Total Financial Commitments	\$394,685
Miscellaneous Expense ³	\$531,636		
Professional Development	\$43,514		
Property and Equipment Services	\$438,806		
Salaries & Allowances ⁴	\$502,320		
Trading & Fundraising	\$27,291		
Travel & Subsistence	\$23,025		
Utilities	\$183,663		
Total Operating Expenditure	\$11,889,292		
Net Operating Surplus/-Deficit	\$115,470		
Asset Acquisitions	\$20,223		

- (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)

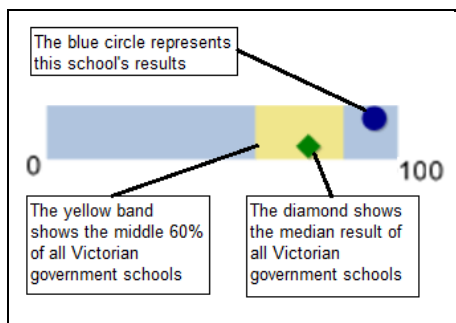
Engagement

- 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).

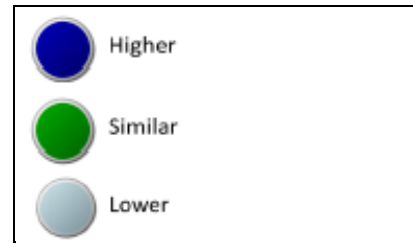


What does *School Comparison* refer to?

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').