

2019 Annual Report to The School Community



School Name: Dohertys Creek P-9 College (8397)



'Balit Yirramboi'

Dohertys Creek P-9 College
TRUGANINA

- 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 27 March 2020 at 12:11 PM by Ian Wren (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.

To be attested by School Council President

About Our School

School context

Dohertys Creek P-9 College is a brand new school started in January 2019. We are extremely excited about our school starting and the amazing staff, students and families we have.

Dohertys Creek P-9 College started in 2019 with year levels P-6.

Dohertys Creek P-9 College is situated in the growth area of Truganina and we are lucky to have a diverse multi cultural community. Our school has been built to stage 1 and a further 12.5 million is needed to finish the next stage which are Primary classrooms. We currently have the Yr. 7,8 and 9 classrooms built at school which we are using for primary classrooms. We have 5 portable classrooms for our Prep, 1, 2 classes.

Our school vision is based on being Inclusive and relationships based with a clear focus on being a community school
Vision:

Our vision is to inspire and empower thinkers.

We will create authentic relationships to enable successful living and wellbeing.

We will become a recognized center of educational excellence and inclusion.

Values:

We will ensure equity for all our children and will do what is needed to assist learning and wellbeing. We are a school culture and community of people who are inspiring, accepting and non-judgmental. We will value everyone's voice in our community.

Our values are:

Respect, Kindness, Learning, Teamwork and Integrity.

"It takes a village to raise a child"

We do not currently have a strategic plan, this will be developed during 2021.

Our whole school focus in 2019 is "For Students to become Balanced Readers" Our AIP focus is for all children to make 12 months growth in reading. We have provided intensive professional learning for our staff in Literacy. Our other focus is to establish Dohertys Creek P-9 College as a community school. We have invested a large amount of time in community events such as Mums and Dads Nights and Cultural events such as celebrating Easter and Eid.

We teach Mandarin as a second language and have established Sister Schools in Nanjing and Wiyu. We have ensured very small class sizes averaging around 17.

We are very proud of the warm, kind community culture we have established in our first year.

A total of 249 students were enrolled at this school in 2019, 124 female and 125 male. We finished the school year with 274. In 2020 we have 467 enrolled to start the school year and an additional 19 staff bringing the total to 49 staff.

OSH Club provides before and after school care.

Framework for Improving Student Outcomes (FISO)

Our school being brand new allowed us to only have two major focusses in our 2019 AIP and we have not as yet developed our School Strategic Plan. We did however work very hard to provide professional leadership, build leadership teams, strategically managed limited resources led a school vision and developed culture, provided instructional leadership, evaluated impact on learning, used evidence based high impact teaching strategies, and established curriculum.

Excellence in teaching and learning was our main high impact initiative in our first year of operation. In the area of achievement, Building Practice Excellence was our FISO focus in 2019. Our student achievement goal was that all students will make 12 months or more growth in Reading and was supported by our KIS (Key Improvement Strategy) to build practice excellence. This was enhanced by the introduction of the FISO improvement cycle (evaluate & diagnose, prioritize & set goals, develop a plan, implement & monitor). Our strategy was to build teacher knowledge in reading and writing through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs. Building data literacy, and the ability to plan and monitor differentiated teaching through the PLC planning cycle was also our strategy.

See achievement below for progress and highlights.

In the area of Engagement, empowering students and building school pride was our FISO focus. Our engagement goal that the school will develop strong family and student engagement in the school, was supported by our KIS to provide opportunities for students, staff and families to be involved in decisions and actively engage with the school, Implement a whole school attendance strategy and develop clear student engagement, wellbeing, inclusion and positive behavior guidelines

The progress to highlight in this area relates to enhanced student voice, which is empowering our learners to develop learning efficacy and have a strong 'voice.' PATHs is our whole school social skills program that explicitly teaches social skills and is embedded with respectful relations and PBS.

The implementation of COMPASS as our whole school reporting, student management and attendance tool, highly supported our goal about attendance and has been a great tool for communication of student learning goals every three weeks.

Achievement

As a brand new school we are proud that Dohertys Creek College has built a strong reputation in the local community, mainly due to high academic standards, positive student attitudes and behavior, and a family friendly atmosphere.

At DCC our AIP focus of 'Developing Balanced Readers' has driven our professional learning and PLCs. The leaders and teaching staff work in Professional Learning Teams to work collaboratively to focus on continual improvement by linking the learning needs of the students with the professional learning and practice of teachers. The school's key focus is on maximizing the Literacy and Numeracy skills of every student.

As a new school we have identified best practice and built teacher capacity. In 2018 the Victorian Curriculum guided all teaching and learning and all teachers were coached as part of the student centered partnerships, through differentiated professional learning, action research, learning walks and discipline dialogues- data driving the student point of need.

High quality, well planned and challenging curriculum at Dohertys Creek College harvest the potential of each child. In 2019, our NAPLAN results of students in the Top 2 Bands for reading, writing and numeracy was 'at' or 'above' the all state averages. We also performed above the network schools in student performance in the Top 2 Bands. Students supported by the Program for Students with a Disability showed progress in achieving their goals.

Engagement

As a new school our goal has been to implement a Relationships model, provide strong student voice/agency and authentic community engagement.

Across all year levels our attendance has been above 90%. Results for our school indicate we are meeting medium attendance compared to all Victorian Government schools but below similar school comparisons.

Reducing absenteeism to allow all students to achieve potential across all areas of the curriculum remains a key improvement strategy.

The implementation of COMPASS as our attendance tracking system is now set up and our Leading Teacher has put into place new processes and procedures which have included professional learning, implementing policies and procedures and opportunities for regular feedback and data checks. We implemented a data wall specifically on attendance and all staff implemented strategies to improve attendance. The LT is focused on tracking and addressing attendance issues including the identification of individual students. Of particular concern for our school is the extended leave that families take to go overseas. Our general attendance data is very good but it is the months of time away our students spend overseas that is of concern for learning. We are trying different ways to address this as a matter of urgency with our parents. See Wellbeing below for other strategies we are using and have introduced.

Wellbeing

A part of Dohertys Creek P-9 College's vision is building and sustaining positive relationships. Therefore we have a strong emphasis on the different elements that help to create an environment for positive relationships.

We implemented Promoting Alternative Thinking Strategies program (PATHS) and all staff had rigorous training with a consultant in regard to providing this program.. The PATHS curriculum provides teachers with systematic, developmentally-based lessons for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. A key objective of promoting these developmental skills is to prevent or reduce behavioral and emotional problems. These sessions are taught once a week and the behaviors that are taught are continually used throughout.

We also implemented School Wide Positive Behavior Support (SWPBS). This philosophy prompts all interactions to be positive especially when dealing with unwanted behaviors. Specific behavior lessons are taught once a week to provide students with the tools to know how to behavior in different situations and develop the skills to problem solve.

We applied for and were accepted to be a Respectful Relationships Lead School. Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviors. It teaches our children how to build healthy relationships, resilience and confidence.

We have ensured small class sizes to help to create environments where students develop strong relationships with each other and the staff.

Our results from the Attitudes to School Survey shows that students believe/feel that they have a connection with the school. Dohertys Creek preformed above the State average in this area. The results also showcased that our students feel that the school's management of bullying is outstanding. Dohertys Creek preformed above the State average in this area.

In 2020 the school is part of an initiative to improve student voice and engagement in schools. We will be working with local schools and the Department of Education to implement this initiative.

Financial performance and position

In 2019, Dohertys Creek P-9 College managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards ,the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

In addition to the DET quarterly cash grant, 2019 revenue comprised of:

- DET Establishment grant – for the purchase of equipment, furniture and other loose items required to establish the College.
- VSBA grant – for installation of shade sails and a playground for our students
- Locally raised funds – raised from the hire of our facilities, parent payments, various donations, commission and fundraising. Unspent fundraising funds have been carried over into 2020 to be used towards our Kitchen Garden building project.
- Connecting with Indian families in the Community grant – working with the school community and a local artist to design and build a sculpture representative of our Indian demographic which will be the focal point of our kitchen garden (currently under construction). This work is continuing into 2020 with the funds carried over accordingly.

Due to higher than expected CRT costs in Term 4 we finished the year with a small deficit however enrolments for 2020 are strong (with an additional 92 students enrolled above our indicative estimate of 372) and we are confident in

our ability to meet our commitments in 2020.

For more detailed information regarding our school please visit our website at
www.dohertyscreekcollege.vic.edu.au

Draft

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 249 students were enrolled at this school in 2019, 124 female and 125 male.

63 percent of students had English as an additional language and 0 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: High

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)	89.7	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)	81.7	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	83.0	89.7	81.7	95.0	Below
Mathematics	91.6	90.3	81.8	95.8	Below

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)	92.1	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	68.4	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	90.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	75.0	59.3	41.2	76.4	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 3	Reading (4 year average)	92.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	68.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	90.0	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	35.3	35.3	29.4
Numeracy	12.5	75.0	12.5
Writing	29.4	35.3	35.3
Spelling	11.8	58.8	29.4
Grammar and Punctuation	17.6	47.1	35.3

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)	16.6	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	16.6	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						
Attendance Rate (latest year)	91	91	91	94	90	94	94

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)	95.1	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	95.1	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)	96.4	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	96.4	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					
Mathematics					

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					-
Year 7	Numeracy - latest year					-
Year 9	Reading - latest year					
Year 9	Numeracy - latest year					

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)					-
Year 7	Numeracy (4 year average)					-
Year 9	Reading (4 year average)					
Year 9	Numeracy (4 year average)					

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			
Year 5 to 7	Numeracy			
Year 5 to 7	Writing			
Year 5 to 7	Spelling			
Year 5 to 7	Grammar and Punctuation			
Year 7 to 9	Reading			
Year 7 to 9	Numeracy			
Year 7 to 9	Writing			
Year 7 to 9	Spelling			
Year 7 to 9	Grammar and Punctuation			

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)					
Average number of absence days (4 year average)					

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)						

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)					
Retention (4 year average)					

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)					
Percent endorsement (3 year average)					

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)					
Percent endorsement (3 year average)					

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,390,790
Government Provided DET Grants	\$540,844
Government Grants Commonwealth	\$3,496
Government Grants State	\$0
Revenue Other	\$85,755
Locally Raised Funds	\$159,751
Capital Grants	\$0
Total Operating Revenue	\$3,180,637
Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000
Expenditure	Actual
Student Resource Package ²	\$2,375,116
Adjustments	\$0
Books & Publications	\$19,981
Communication Costs	\$3,905
Consumables	\$148,461
Miscellaneous Expense ³	\$161,320
Professional Development	\$6,145
Property and Equipment Services	\$106,443
Salaries & Allowances ⁴	\$21,204
Trading & Fundraising	\$8,175
Travel & Subsistence	\$4,938
Utilities	\$48,396
Total Operating Expenditure	\$2,904,084
Net Operating Surplus/-Deficit	\$276,553
Asset Acquisitions	\$92,700

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$176,967
Official Account	\$43,780
Other Accounts	\$0
Total Funds Available	\$220,747

Financial Commitments	Actual
Operating Reserve	\$84,751
Other Recurrent Expenditure	\$2,184
Provision Accounts	\$0
Funds Received in Advance	\$54,458
School Based Programs	\$44,120
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	\$15,310
Maintenance - Buildings/Grounds < 12 months	\$30,572
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$231,395

- (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 26 Feb 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').