

2018 Annual Report to The School Community



School Name: Apollo Bay P-12 College (6203)



- 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 Regulation 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 05 April 2019 at 08:53 AM by Tiffany Holt
(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 Regulation 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 05 April 2019 at 09:09 AM by Tamara Gorrie
(School Council President)

About Our School

School context

Apollo Bay is a beautiful coastal town located on Victoria's iconic Great Ocean Road and enveloped by the majestic Otway Ranges. The town's rich surrounds have attracted a community with a strong commitment to a healthy and active lifestyle, the natural environment and the arts. This commitment is reflected in our College educational programs and motto "Unique Environment, Extraordinary Opportunities". Our College is strongly supported by its students, parents and the wider community, with all playing an extensive role in establishment of our school values of 'Excellence', 'Respect', 'Integrity' and 'Balance'. While Apollo Bay P-12 College is classified a small school, in 2018 we achieved our highest ever enrolment, with a total population of 285 students from Prep to Year 12.

The College is isolated however, being the sole provider of primary and secondary education within the Apollo Bay community, with its nearest neighbouring schools 45 minutes' drive away.

Our College is committed to developing in all its students the capacity, desire and tools to achieve their best in all endeavours. We work hard to foster a strong sense of awareness, responsibility and respect in our students from a global perspective right through to family and the local Apollo Bay community. With an emphasis on individual personal growth, we support, encourage and promote across our school community the pursuit of excellence and are guided by a culture that is dynamic and able to embrace new ideas, opportunities and challenges to improve learning and equip our students with the skills to meet the demands of the 21st century. The College also participates fully in the community by developing strong, supportive and respectful relationships and partnerships with a range of diverse community groups locally and within the broader region and State.

In 2018, our VCE student results ranked Apollo Bay P-12 College as the highest achieving non-select entry government school in the Victoria. This result reflects the College values described above and is a source of enormous pride for our students, teachers and the wider Apollo Bay community.

This year, our College had a total of 38 staff, equating to 25.8 effective full time teachers, and incorporating 2 Principal Class, 2 Leading Teachers, 1 Para Professional, and 6 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2018 the College continued to focus on the Framework for Improving Student Outcomes priorities and initiatives of Excellence in Teaching and Learning; Building Practice Excellence and Curriculum Planning and Assessment. The College continued to work hard throughout the year implementing our Guaranteed and Viable Curriculum across Foundation to Year 10 with distinct Learning Cycles in line with the Victorian Curriculum. 2018 was also the second year of implementation of our current Strategic Plan developed in 2016. We are pleased to have achieved most of our 12 month goals for 2018 and look forward to 2019 to consolidate our work.

Achievement

In 2018, the achievement of Apollo Bay primary and secondary students according to teacher judgement for the percentage of students working at, or above, age expected standards in english and mathematics was reported as similar in school comparison, despite the graphical representation indicating our school tracking well ahead of the median percentage of all Victorian government schools, particularly in mathematics at both primary and secondary level.

NAPLAN achievement (percentage of students in the top 3 bands) in reading for Years 3 and 5 is higher in school comparison and also significantly higher than the median of all Victorian government schools. While there is no school comparison for Year 7 NAPLAN, our College results in reading and numeracy far exceed the median of all Victorian secondary schools. At Year 9, our NAPLAN results for reading, while similar in school comparison for 2018, are also considerably higher over a four year period. Although students in the top 3 bands in NAPLAN numeracy at Year 9 in 2018 were lower in school comparison, they were also similar across a four

year period.

In summary, the College's 2018 results were again higher than the median of all Victorian secondary schools. The College has worked hard to achieve the NAPLAN results described across all areas and year levels assessed and is very proud of the outcomes realised.

Students also demonstrated excellent general learning gain (growth) particularly in Years 3 to 5 reading, grammar and punctuation, in Years 5 to 7 numeracy and in Years 7 to 9 reading, writing, and spelling.

In 2018, the VCE mean study score from all VCE subjects undertaken remained significantly higher than the State medium and higher also than our comparison schools. This is the case over the previous four year period. The College VCE completion rate was 100% in 2018, with Year 12 VET unit completion also 100%. Nineteen percent of students successfully completed a VET unit and there were no VCAL students enrolled in 2018.

Our College is delighted with its ongoing academic success, as highlighted by being named the top achieving non-select entry government school for VCE in 2018. Our future work will continue to build on this result and seek to further improve and enhance student learning through strengthening current approaches and methodologies. Core components of this objective include implementation of 'High Impact Teaching' strategies in our classrooms, a strong emphasis on data informed practices via our professional learning communities approach and development of a strong student voice to further enhance learning. This approach continues to be well received by staff, students and parents.

In 2019, key areas of learning focus are numeracy from Prep to Year 9 and introduction of the innovative Maths Pathways program from Year 5.

Engagement

The average number of absent days for College secondary students is similar in school comparison and lower than the median of all Victorian Government secondary schools for 2018 and the preceding four year period.

Student attendance averaged 90.5% across Years 7 to 12 in 2018, and 91.3% for Years Prep to 6.

In relation to school comparison, our College experiences a greater number of student absent days in the primary school than similar schools, a trend reflected in the previous four year period. The local Apollo Bay economy is heavily dependent on tourism throughout the summer and school holiday breaks, with the result that many local families schedule their holidays in the off-season which tends to be during school terms. This negatively impacts our student attendance data. We have, however, made significant gains in improving student attendance over recent years. Stricter monitoring and recording of school attendance and active promotion of the importance of school attendance amongst the parent body has assisted achieve these gains

Student pathways and transitions is measured through retention and exit data as well as through subjective evaluation. Apollo Bay retention data demonstrates that students at our school in Year 7 in 2015 have all remained to Year 10 in 2018, a 100 % retention rate. Students departing for further tertiary and vocational studies or full-time employment in 2018 was also extremely positive. Opportunities for full-time employment in Apollo Bay are limited given the small local economy, however we are grateful for the local businesses who employed six of our students in apprenticeships at the end of 2018.

Our College also continues to pride itself on the excellent transition program offered in conjunction with the local kindergarten. Additionally, our exceptional Year 9 IBL program centered around an inquiry based learning approach, extensive inter, intra and extra-curricular activities and overall student focused approach, gives us a unique ability to nurture and individualise learning to better meet the needs and aspirations of our students.

We were also pleased to note that a number of students who reside in the local area returned to Apollo Bay P-12 College in 2018 to complete their education, a growing trend reflected by our record school enrolments this year.

We are also grateful to the many students who have chosen to continue their education from primary to secondary level at our school.

Wellbeing

Student Attitudes to School results for 2018 primary levels include Years 4, 5 and 6 and for the purpose of this report, address the element of 'sense of connectedness' where a response of 'agree' or 'strongly agree' was reported by the student. Results for the primary school have again shown improvement on previous years. We remain similar to the state median on this benchmark and have also achieved similar results with comparison

schools. When analysing our Attitude to School Survey results in discussions with our students, they report feeling safe, engaged, motivated, and look forward to attending school each day. Year 7 to 12 results again significantly exceed the State median for 'sense of connectedness' to school and 'management of bullying' and are also higher in school comparison. We link this positive outcome to the extensive opportunities for personal development afforded our students by our close-knit school community, our unique geographical setting and our strong, purposeful and personalised student and teacher relationships. We are delighted by our senior students' survey results which clearly represent their positive daily interactions, endeavours and behaviours across our school.

Financial performance and position

The financial position of Apollo Bay P-12 College has remained steady throughout 2018. The College is extremely grateful for the tireless work of our parents and community members to ensure we continue to generate a significant amount of locally raised funds. These monies are an essential component of our school's funding requirement, given only approximately 65% of families pay their College education fees each year. Apollo Bay P-12 College is also very fortunate to receive financial support via donations from the Apollo Bay and District Health Foundation to the value of \$16,000 per annum. Local members of our community also donate to our exceptional kitchen garden program, and we are extremely appreciative of their contributions. Our College is proud of the educational opportunities and experiences we are able to deliver to our students despite our remote location and the ever escalating costs associated with access and provision due to this distance. The College will continue to maintain a fiscally responsible budget to ensure a solid financial base now and well into the future.

For more detailed information regarding our school please visit our website at
<http://external.apollobayp12.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 283 students were enrolled at this school in 2018, 149 female and 134 male.

6 percent of students had English as an additional language and 5 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: 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)	89.0	74.0	66.7	85.5

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)	75.2	58.3	47.2	70.5

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.0	90.1	82.6	95.3	Similar
Mathematics	99.0	91.1	84.0	96.4	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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	94.7	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	73.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	82.6	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	70.8	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	88.5	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	75.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	80.2	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	75.6	54.8	39.2	71.4	Similar

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’.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	10.0	55.0	35.0
Numeracy	23.8	57.1	19.0
Writing	10.5	63.2	26.3
Spelling	26.3	63.2	10.5
Grammar and Punctuation	5.3	42.1	52.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.7	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	16.4	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 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)	93	90	92	91	92	93	88

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	85.8	81.7	73.8	88.7	Similar

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	85.9	81.8	73.7	89.7	Similar

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.5	79.1	64.9	89.9	Similar
Mathematics	89.8	69.4	49.3	85.5	Similar

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading - latest year	66.7	50.0	37.7	64.5	
Year 7	Numeracy - latest year	81.0	50.8	37.5	66.7	
Year 9	Reading - latest year	54.5	43.7	31.2	58.4	Similar
Year 9	Numeracy - latest year	54.5	44.4	30.4	59.9	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	72.9	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	68.6	51.4	38.1	66.0	
Year 9	Reading (4 year average)	69.8	41.9	30.8	54.9	Higher
Year 9	Numeracy (4 year average)	61.3	41.8	30.1	59.1	Similar

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'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	20.0	60.0	20.0
Year 5 to 7	Numeracy	20.0	45.0	35.0
Year 5 to 7	Writing	40.0	45.0	15.0
Year 5 to 7	Spelling	40.0	45.0	15.0
Year 5 to 7	Grammar and Punctuation	35.0	50.0	15.0
Year 7 to 9	Reading	25.0	50.0	25.0
Year 7 to 9	Numeracy	37.5	50.0	12.5
Year 7 to 9	Writing	28.6	71.4	
Year 7 to 9	Spelling	28.6	14.3	57.1
Year 7 to 9	Grammar and Punctuation		85.7	14.3

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	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	34.6	27.1	25.3	29.7	Higher
Mean Study Score (4 year average)	31.9	27.4	25.3	29.6	Higher

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **19 percent**.

VET units of competence satisfactorily completed in 2018: **100 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.8	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	17.2	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 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)	93	92	89	86	92	91

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	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	100.0	75.0	66.7	81.7	Higher
Retention (4 year average)	85.0	75.0	66.2	80.4	Higher

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	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	89.5	91.7	83.1	99.3	Similar
Student Exits (4 year average)	95.8	91.6	83.5	97.7	Similar

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.6	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	75.7	52.9	44.5	61.9	Higher

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.7	56.7	47.0	68.0	Higher
Percent endorsement (2 year average)	86.0	56.0	47.5	66.4	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,427,758
Government Provided DET Grants	\$754,432
Government Grants Commonwealth	\$7,647
Government Grants State	\$14,141
Revenue Other	\$25,312
Locally Raised Funds	\$398,111
Total Operating Revenue	\$4,627,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,545
Equity (Catch Up)	\$2,125
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,670

Expenditure	Actual
Student Resource Package ²	\$3,157,902
Adjustments	\$0
Books & Publications	\$2,962
Communication Costs	\$8,695
Consumables	\$89,759
Miscellaneous Expense ³	\$168,272
Professional Development	\$40,544
Property and Equipment Services	\$521,821
Salaries & Allowances ⁴	\$155,260
Trading & Fundraising	\$69,053
Travel & Subsistence	\$11,868
Utilities	\$55,574
Total Operating Expenditure	\$4,281,709
Net Operating Surplus/-Deficit	\$345,692
Asset Acquisitions	\$123,082

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$180,802
Official Account	\$20,672
Other Accounts	\$14,140
Total Funds Available	\$215,614

Financial Commitments	Actual
Operating Reserve	\$139,233
Other Recurrent Expenditure	\$873
Provision Accounts	\$0
Funds Received in Advance	\$8,998
School Based Programs	\$45,433
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,136
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$7,765
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$216,438

- (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 04 Mar 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, 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 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.

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 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 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').

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

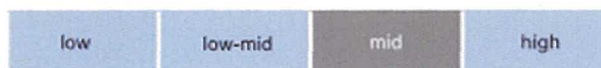
Enrolment Profile

A total of 283 students were enrolled at this school in 2018, 149 female and 134 male.

6 percent were EAL (English as an Additional Language) students and 5 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).

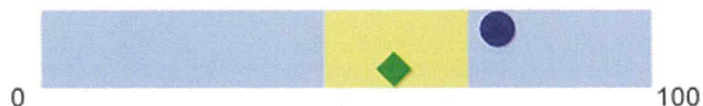
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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

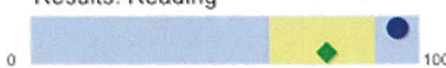
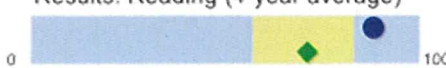
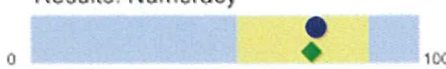
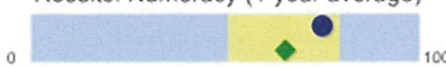




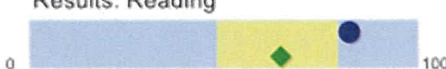
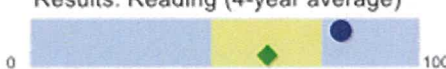

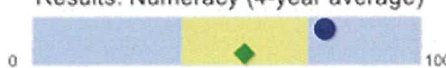




Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Higher</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>	<p>Reading</p> <table><tr><td>Low</td><td>10 %</td></tr><tr><td>Medium</td><td>55 %</td></tr><tr><td>High</td><td>35 %</td></tr></table> <p>Numeracy</p> <table><tr><td>Low</td><td>24 %</td></tr><tr><td>Medium</td><td>57 %</td></tr><tr><td>High</td><td>19 %</td></tr></table> <p>Writing</p> <table><tr><td>Low</td><td>11 %</td></tr><tr><td>Medium</td><td>63 %</td></tr><tr><td>High</td><td>26 %</td></tr></table> <p>Spelling</p> <table><tr><td>Low</td><td>26 %</td></tr><tr><td>Medium</td><td>63 %</td></tr><tr><td>High</td><td>11 %</td></tr></table> <p>Grammar and Punctuation</p> <table><tr><td>Low</td><td>5 %</td></tr><tr><td>Medium</td><td>42 %</td></tr><tr><td>High</td><td>53 %</td></tr></table>	Low	10 %	Medium	55 %	High	35 %	Low	24 %	Medium	57 %	High	19 %	Low	11 %	Medium	63 %	High	26 %	Low	26 %	Medium	63 %	High	11 %	Low	5 %	Medium	42 %	High	53 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	10 %																															
Medium	55 %																															
High	35 %																															
Low	24 %																															
Medium	57 %																															
High	19 %																															
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High	11 %																															
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High	53 %																															

(Primary Year Levels)




Performance Summary


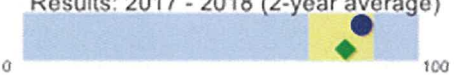



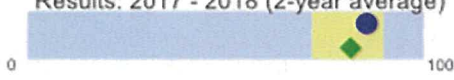


Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

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>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>90 %</td><td>92 %</td><td>91 %</td><td>92 %</td><td>93 %</td><td>88 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	92 %	91 %	92 %	93 %	88 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	92 %	91 %	92 %	93 %	88 %										

(Primary Year Levels)




Performance Summary


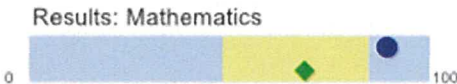


Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

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>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>

(Secondary Year Levels)




Performance Summary








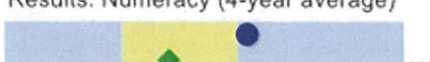




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

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

(Secondary Year Levels)


Performance Summary

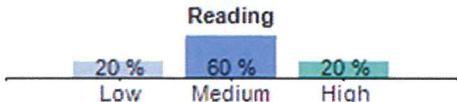
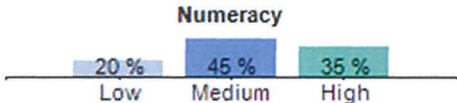
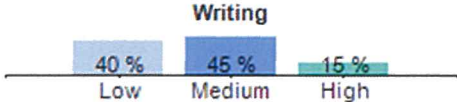

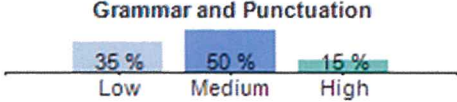
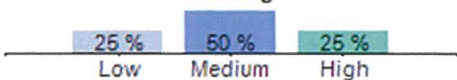
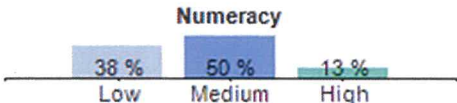

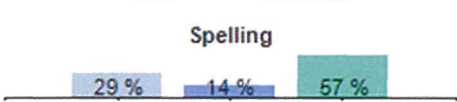

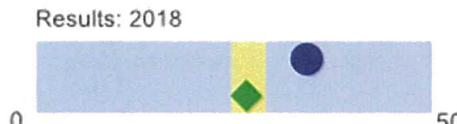



Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Lower</p> <p> Similar</p>

(Secondary Year Levels)




Performance Summary






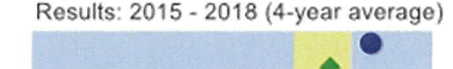



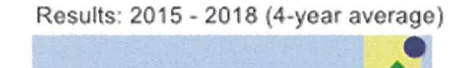


Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN 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>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</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>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students in 2018 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 19%</p> <p>VET units of competence satisfactorily completed in 2018: 100%</p> <p>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>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>93 %</td><td>92 %</td><td>89 %</td><td>86 %</td><td>92 %</td><td>91 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	89 %	86 %	92 %	91 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	89 %	86 %	92 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

(Secondary Year Levels)

Performance Summary

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

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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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

Revenue	Actual
Student Resource Package	\$3,427,758
Government Provided DET Grants	\$754,432
Government Grants Commonwealth	\$7,647
Government Grants State	\$14,141
Revenue Other	\$25,312
Locally Raised Funds	\$398,111
Capital Grants	\$8,000
Total Operating Revenue	\$4,635,401

Equity ¹	
Equity (Social Disadvantage)	\$17,545
Equity (Catch Up)	\$2,125
Equity Total	\$19,670

Expenditure	
Student Resource Package ²	\$3,157,902
Books & Publications	\$2,962
Communication Costs	\$8,695
Consumables	\$89,759
Miscellaneous Expense ³	\$168,272
Professional Development	\$40,544
Property and Equipment Services	\$521,821
Salaries & Allowances ⁴	\$155,260
Trading & Fundraising	\$69,053
Travel & Subsistence	\$11,868
Utilities	\$55,574

Total Operating Expenditure	\$4,281,709
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Net Operating Surplus/-Deficit	\$353,692
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Asset Acquisitions	\$123,082
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$180,802
Official Account	\$20,672
Other Accounts	\$14,140
Total Funds Available	\$215,614

Financial Commitments	
Operating Reserve	\$139,233
Other Recurrent Expenditure	\$873
Funds Received in Advance	\$8,998
School Based Programs	\$45,433
Funds for Committees/Shared Arrangements	\$14,136
Maintenance - Buildings/Grounds < 12 months	\$7,765
Total Financial Commitments	\$216,438

(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)

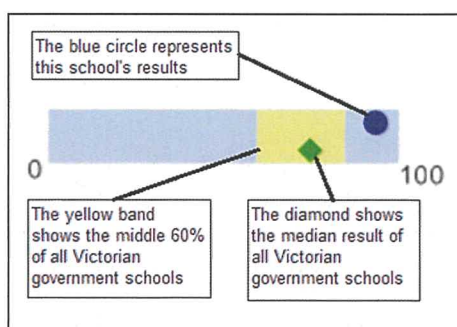
Engagement

- 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).

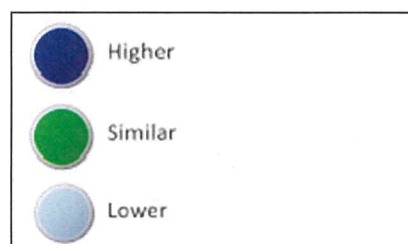


What does *School Comparison* refer to?

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').