**2018 Annual Report to**

**The School Community

School Name: Daylesford Secondary College (7115)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
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| Attested on 23 May 2019 at 08:43 AM by Stephen Macphail (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
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| To be attested by School Council President |

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**About Our School**

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| School context |
| We live in a community that values individuality, diversity and free thinking as much as we do. Daylesford College offers purpose-designed collaborative learning spaces; teachers and technologies that encourage inquisitive learning; a curriculum that emphasises critical and creative thinking; and a culture of inclusion and support. Our goal is to guide the students in our care to become confident, responsible, resilient individuals ready to make their mark in an every changing world. At Daylesford College we have a strong focus on academic success and a high quality curriculum. We aim to engage our students and offer the support and extension they need. Our work as teachers is driven by the latest educational research and we aim to stay ahead of the game in this ever changing world of ours. Whilst a strong academic focus is important we also acknowledge that there is so much more that goes into producing fine young men and women. A full school life also sees us set the same high expectations in all pursuits: when pulling on a football jumper, when tuning a guitar, when learning lines for a play or when heading off to camp. We offer a rich array of extra-curricular activities that that has something for everyone.The College is set on 22 beautiful acres with brand new purpose built facilities which includes a performance hub, Innovation-technology centre, multipurpose indoor sports complex, commercial kitchen, media space and a well resourced library. We are also lucky to have staff of real commitment who, in building relationships of trust, create the space for our students to question, initiate and grow. We value each student’s time with us. It is a journey full of energy and diversity; one that unearths interests and talents; and one we believe leaves our student’s in great shape for the next leg in a challenging, exciting world. |
| Framework for Improving Student Outcomes (FISO) |
| FISO Improvement Initiative: Curriculum Planning and AssessmentIn 2018 the College embarked on modernising its approaches to assessment by developing consistent practices in assessment, marking and in providing meaningful feedback. Common assessment tasks (CATs ... SACs at Yr 10-12) were introduced for all classes across Yr 7-12. Two new grading schemes was introduced at Yr 7-9 and Yr 10-12. At Yr 7-9, the grading scheme saw teachers grade students against the Victorian Curriculum standards. At Yr 10-12 the grading scheme was brought in line with VCAA standards. Also at Yr 10-12, teachers re-calibrated their grading to better reflect the outcomes at the end of Yr 12 and hence give students a better indication of where they are at. Now accompanying every grade on a CAT / SAC is feedback specific to what the student needs to do to improve next time. With the introduction of CATs / SACs, teachers have started to jointly moderate them with the aim being to continually improve the CATs / SACs. Moderation is at an early stage and will be built on in over the coming years. And finally, the College revamped its reporting setup to make it more timely and proactive. Students and parents now get reports eight times a year, up from four. Along with this all CATs / SACs and grades are put up on XUNO. This has resulted in parents being better informed and up-to-date with their child's progress.FISO Improvement Initiative: Building Practice ExcellenceIn 2018 the College introduced Professional Learning Communities (TnL Teams) aimed at establishing a culture of professional and effective collaboration to drive teacher improvement. TnL Teams were established with an inquiry approach at the centre of these. The work was focused on our newly adopted Daylesford College Instructional Model with all teachers choosing to work on a particular aspect of the model. Central to this approach was student feedback and in 2018 all staff completed two Pivot surveys that provided them with specific feedback on their teaching approaches from the students they teach. The data provided by the Pivot survey allowed teachers to easily see which parts of the Instructional Model they needed to focus on. As part of the inquiry approach teachers started to observe each other. This has started to happen and will be built on further in 2019 and beyond.FISO Improvement Initiative: Building Practice ExcellenceIn 2018 the College launched its Instructional Model and worked on developing teacher capacity in each element of the instructional model with strong links to the High Impact Teaching Strategies (HITS). The Model was finalised and displayed in every classroom. Professional Development was provided to staff to develope their understanding of each aspect of the model. |
| Achievement |
| Highlights included:- Relative growth in literacy (reading) sees Daylesford College have one of its best results in recent years with 22% high growth (compared with 20% for similar schools) and 24% low growth (compared to 29% for similar schools).- Our mean English VCE score (26.3) has increased to its highest in recent years and also higher than similar schools. We also had only 12% with study scores less than 20 which is the lowest in the last 5 years.- Our mean scaled score across all subjects increased in 2018 to 25.1 (up from 23.6 in 2017).- In more general terms, using our Pitvot data students report improvements in areas specifically targetted by the TnL Teams / inquiry cycle. The three greatest improvement in our teaching practice (as a whole school) have been:                         - this class keeps my attention - I don't get bored                         - our class is busy learning and doesn't waste time                         - this teacher makes what we are learning interesting- In our most recent student attitudes to school survey we had improved in every area bar one area related to teaching and learning (2018 compared with 2017):Effective teaching time up 6%Differentiated learning challenge down 2%Stimulated learning up 8%Classroom behaviour up 4%High expectations for success up 5%Effort up 7%Teacher concern up 4%Learning confidence up 8%Resilience up 6%Motivation and interest up 5%Self-regulation and goal setting up 3%Future directions:- "Making success visible" by providing students with high quality and consistent assessment practices, marking and feedback.- Develop a culture of using data to inform our teaching practices and to monitor student learning.- Supporting students at risk (both low and high achieving students) by building teacher capacity to differentiate class learning.- Develop a collaborative culture centered around TnL Teams and the inquiry cycle for continuous professional development. |
| Engagement |
| Student voice has continued to be developed, particularly through the use of the Pivot survey. Staff have been able to use this data to inform teaching practice and as a way of collecting confidential information from students about their learning. Student absences have continued to be a concern (2018 FTE was 28.51), however, during 2018 we introduced a compulsory attendance rate of 90% for students in Year 11 and 12, where they then redeemed missed class time. We also saw more students referred to Navigator for chronic absenteeism and staff running SSGs for those with declining attendance. In 2019, compulsory 90% attendance will also be rolled out to Year 10 and regular meetings with external services are occurring on a regular basis. In the future, we will also have the sustainable redevelopment of the SRC whereby students provide their opinions and experiences to the leadership team, School Council and the student body.Highlights included:- Student opinion data shows that 'student voice and agency' has improved from 33% to 39% of students responding positively in 2018 (vs 2017).- Sense of connectedness improved to 42% in 2018 (up from 39% in 2017).- Number of students with < 10 days absence continues to improve and this has been trending up over the last four years now.- Student attitudes towards attendance have improved to 73% responding positively in 2018 vs 70% in 2017.- In the 2018 student attitudes to school survey all except one area related to this goal showed improvement.Attitudes to attendance up 3%School Connectedness up 4%Student voice and agency up 6%Yr 10 Transition down 7%Yr 7 Transition up 8%Advocate at school up 5%Managing bullying up 6%Respect for diversity up 8%Experience of bullying down 2%Future directions:- Develop student voice teams to promote feedback into their learning and overall school experience.- Provide targeted interventions aimed at supporting students with their attendance. |
| Wellbeing |
| 2018 saw the continuation and consolidation of our Wellbeing programs, as well as a new member of the Wellbeing team. We also began with Headspace in Schools which saw a range of students engaging. The PASS survey data is continuing to be analysed by staff and has seen improvements from 2017 to 2018, especially in the area of attitudes to school. Throughout 2019, we will be continuing to promote student voice and agency and look forward to our data reflecting this. Another Wellbeing program being offered is the Cook, the Chef and Us. This has continued to allow targeted students support with their engagement in school. All students who took part in CC&U saw positive results in their engagement, as measured by an external auditor. Highlights included:- Student incidents have decreased dramatically over the last four years                         2016: 1976 misbehaviour incidents                         2017: 1455 misbehaviour incidents                         2018: 615 misbehaviour incidents                         2019: 172 misbehaviour incidents (year to date)- Student attitudes to school survey results which showed an improvement in "classroom behaviour" from 48% to 52% of students responding positively (2018 vs 2017).- "Self regulation" increased  from 54% to 57%.- "High expectations" increased from 65% to 70%.Future directions:- Promote "respect amongst us all" by developing a positive behaviour and relationship model encompassing School Wide Positive Behaviors (SWPB), restorative practices and Respectful Relationships.- Set and review academic learning goals.- Maximise time on task and promote positive learning behaviours. |
| Financial performance and position |
| Daylesford Secondary College Council continued to manage the school funds responsibly in 2018. All of the total income of four and a half million which came from the Student Resource Package was allocated to pay for staffing. The Equity funding that was received was used for staff wages to assist students in need in the areas of learning support and wellbeing. Property and equipment services continue to be high due to cleaning and maintenance costs. The net operating surplus of ninety four thousand has been carried forward into 2019 and allocated to various curriculum and support programs throughout the year. |
| **For more detailed information regarding our school please visit our website at** [**http://www.daylesfordsc.vic.edu.au/dsc/**](http://www.daylesfordsc.vic.edu.au/dsc/) |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 435 students were enrolled at this school in 2018, 211 female and 224 male.1 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| Teacher Judgement of student achievementPercentage of students in Years 7 to 10 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 7The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.Year 7 assessments are reported on a scale from Bands 4 - 9. |

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

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| NAPLAN Year 9The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.Year 9 assessments are reported on a scale from Bands 5 - 10. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning GainYear 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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|  NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| 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. |

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| Students in 2018 who satisfactorily completed their VCE: 93%Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%VET units of competence satisfactorily completed in 2018: 80%Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 86% |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2018 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Student RetentionPercentage of Year 7 students who remain at the school through to Year 10. |

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| Exit DestinationsPercentage of students from Years 10 to 12 going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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|  |  |  |  |  |  |  |  |  |  |  |

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

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $421,829 |
| Official Account | $6,888 |
| Other Accounts | $161,840 |
| **Total Funds Available** | **$590,557** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $4,579,897 |

 |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $746,773 |
| Government Grants Commonwealth | $7,119 |
| Government Grants State | $16,172 |
| Revenue Other | $299,492 |
| Locally Raised Funds | $413,208 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

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|  |
| --- |
| **$6,062,660** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $120,568 |
| Transition Funding | $11,829 |
| Equity (Catch Up) | $34,638 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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| --- |
| **$167,034** |

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| --- |
| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $90,000 |
| Other Recurrent Expenditure | $8,727 |
| Funds Received in Advance | $46,570 |
| School Based Programs | $299,815 |
| Beneficiary/Memorial Accounts | $4,528 |
| Maintenance - Buildings/Grounds < 12 months | $86,269 |
| **Total Financial Commitments** | **$535,909** |

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| Student Resource Package² |

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| $4,586,973 |

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| Books & Publications | $1,803 |
| Communication Costs | $19,118 |
| Consumables | $126,013 |
| Miscellaneous Expense³ | $282,470 |
| Professional Development | $11,032 |
| Property and Equipment Services | $498,062 |
| Salaries & Allowances⁴ | $238,188 |
| Trading & Fundraising | $109,292 |
| Travel & Subsistence | $7,765 |
| Utilities | $87,497 |

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| **Total Operating Expenditure** |

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| **$5,968,214** |

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| **Net Operating Surplus/-Deficit** |

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| **$94,446** |

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| **Asset Acquisitions** |

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| **$186,373** |

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| (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. |

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| *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.* |

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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **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. |

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| **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’). |

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| **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. |

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| **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 BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool 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. |

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