**2018 Annual Report to**

**The School Community

School Name: Macleod College (6242)**

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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 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
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| Attested on 19 March 2019 at 07:58 AM by Mario Panaccio (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 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.
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| Attested on 25 March 2019 at 03:58 PM by Wayne Richards (School Council President) |

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**About Our School**

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| School context |
| Macleod College is a government co-educational P-12 school in the Northern Suburbs of Melbourne. The College is situated near the Macleod village, is adjacent to a mix of shops, sporting facilities and the Macleod railway station. It provides comprehensive educational and wellbeing programs along with vibrant social and extracurricular activities that enable students to fully engage in their learning and accomplish far more than they thought possible.The College offers a dynamic, committed and engaging learning environment that acknowledges our diverse community and provides a wide range of educational experiences.The Student Family Occupational index (SFO) is 0.4657 which is lower than the 2017 value - This indicates a reduction in both the number of students from backgrounds with language needs and with lower socio economic status.Macleod College continues to work towards improving teacher capacity by providing professional development opportunities in targeted areas such as deep learning, differentiation and managing students with trauma that are closely are closely linked to the whole school goals identified in the strategic plan. The College has also been working on improving student learning by focusing on the delivery of an engaging and stimulating curriculum that challenges and extends all students . The College has introduced continuous assessment which provides students and parents with timely feedback on student performance and strategies for improvement. The College has 51.42 equivalent full time staff (EFT); 2 Principal Class; 34.6 EFT Teachers and 14.82 EFT Education Support Staff. |
| Framework for Improving Student Outcomes (FISO) |
| Macleod College continued to work on enhancing student engagement and learning outcomes by improving teacher pedagogical practices. Staff Performance & Development plans were closely aligned to the College priority of increasing personalization in learning and were supported by the provision of relevant professional development and resources.Below is a list of the three FISO initiatives implemented and a summary of the strategies used: - Building practice excellence: Implementation of continuous assessment and learning tasks via the COMPASS portal, further development of the Macleod College explicit teaching model and a formalized peer observation program for staff with an emphasis on collegiate feedback.- Building leadership team: Providing opportunities for more student voice via involvement in a variety of committees including the development of a formal process for students to provide feedback to staff regarding the quality of their teaching practices and curriculum resources - Evidence based High Impact teaching strategies (HITS): Building and maintaining positive relationships and the development of a whole school restorative practice approach to student management. Increased student engagement though the introduction of the SOLO taxonomy, deep learning activities and the development of formative assessment rubrics. |
| Achievement |
| The College has focused on improving student learning outcomes and the ranges of support programs and teaching strategies used by staff have provided maximum opportunities for students to experience success. Deep Learning, SOLO and Peer Observation are some examples of changes in teaching and learning that have been implemented. In 2018 the College focussed on Collegiate Teams working in year levels to develop integrated curriculum Units of work, this will continue into 2019.NAPLAN growth data from year 3-5 indicates similar comparisons to all government school and student outcomes for learning gains fall into the medium band of all Primary government school.NAPLAN growth data from Year 7-9 indicates that we achieved our targets in all areas. In addition, the percentage of students that showed medium to high growth is well above government bench-marks. Year 7-9 students outcomes are similar to all schools for reading ,writing, spelling and numeracy. In particular the year 9 NAPLAN results for numeracy scored higher then the median for government secondary schools. This indicates that the learning gains at Macleod from year 7 to 9 are strong in the medium to high percent of all government schools.VCEA large amount of effort has been put into improving completion and retention rates in later years and VCE program. The Year 10-12 Collegiate team worked to deliver study skills sessions to the senior students and all year 10 students in 2019 will be completing Unit 1 Business and Enterprise. School Based Apprenticeships have been introduced along with more targeted pathways and course counselling to all year 10 students through out the year. In 2018 the College planned for a VCAL class to be established and this will start in 2019 for our year 11 and 12 students. Student Mangers monitor the VCE students very closely and play a vital part in mentoring the students in the later years program. There are strong tertiary links and pathways continue to be a feature of the school’s success with of the 2018 cohort of students offered places at La Trobe University with increased scholarships due to partnerships that Macleod has. VCE retention and successful completion of VCE is above state average with students going to either university or TAFE. Students who successfully completed their VCE: 98% |
| Engagement |
| Macleod College supports Student Engagement by delivering a broad balanced curriculum and co-curricular programs that cater for the individual needs of all students. Programs such as music, sport, positive education, community involvement and student leadership, engage our students and support connectedness to the College. This is evident in our development of a differentiated curriculum, transition programs, wellbeing programs, extra curricular, pathways and links with the wider school community.Throughout 2018 the College has focussed on working in Collegiate Teams to develop the following: Assessment Tasks, Units of Work and Macleod Teaching Model. The use of Compass for recording all student lessons was established and in 2017 were all lessons are published on Compass showing Learning Intention, Planning and Practice and Review. In 2018, Macleod established Continuous reporting, finalising Learning and Assessment Tasks and a Reporting System that informs staff, students and parents of the progress of all students at Macleod College.The College recognises the relationship between student engagement, connectedness and attendance and continues to build strong links with these. Student Managers monitor attendance and punctuality and conduct “At Risk” interviews with students who are falling below expected 85% attendance.Student Attendance data has continued to improve, attendance data in Primary year levels has resulted in similar to the median of other Victorian schools. Student absence days in the secondary levels are low with a good retention in years 7-10. The average attendance rate per year level is around 91%. This can be attributed to our focus on accurate roll marking, the use of Compass and SMS systems that follow up with families on student attendance as well as engaging curriculum that has been developed.The Year 7 to 10 retention rates could be attributed to the College focusing on providing a wide variety of support to students through course counseling, careers curriculum and subject selection. Throughout the year the College holds information evenings, subject expos, and has developed strong partnerships with La Trobe University and other community providers. The College remains committed to finding the best pathways for all students. In 2018 the percentage of students from years 10 to 12 going onto further studies or full time employment was in the 100% area. All students have a timetabled Positive Education classes across all year 7-9, which has supported the students to become confident and connected learners and able to be resilient in difficult situations. |
| Wellbeing |
| Macleod College has a proud history of developing the social conscience and leadership capacity of all of its students. It continues to run a comprehensive Student Wellbeing program that encompasses programs such as Anti Bullying, Rock and Water Program, Cyber Safety, Mind Matters, and Kids Matter. This program is maintained via a Wellbeing team of professionals and paraprofessionals that have led a whole school approach to Wellbeing and Resilience through the implementation of staff professional development. The school has continued to use and document all wellbeing issues on the Student Welfare module of the Compass portal. This has led to improved communication with all relevant staff and families.In 2018, Macleod was part of a group of schools focussing on Respectful Relationships. The Action team for this program produced a Respectful Relationship Policy that supports all members of the college community promoting the right to work, learn and develop in a secure and friendly environment free from unlawful discrimination, harassment and bullying. Throughout 2018 the program aimed to bring Respectful Relationships into aspects of the College Community.Programs are continuously being developed to improve student wellbeing and their overall academic performance as studies have shown a happy and supported student has the necessary scaffolding to be a high achieving student. The College has also committed to continue to implement programs and activities involving our feeder schools so that strong and ongoing educational relationships can be developed. There is an improved transition program with year 7 students throughout the year which includes: Rock and Water program, Positive Education, camp, year 7 and 11 buddy program and wellbeing programs to help develop peer relationships, social skills, resilience and confidence in a secondary school.Primary (P-6) Performance in Student “Attitudes to School” data indicate that the students are similar to school comparisons for their sense of connectedness and management of bullying at Macleod.Secondary (7-12) Performance Student “Attitudes to School” data indicate a high percent of positive responses to sense of connectedness, management of bullying, stating that the students feel strongly about feeling safe and happy with regards to how Wellbeing is delivered at Macleod.The College results show similar- higher to the median for all Victorian government schools, indicating that our students feel valued and have a sense of purpose and belonging. Students’ “Attitudes to School” survey data indicates that the measures the College is implementing are having a positive effect on student connectedness, morale and motivation. |
| Financial performance and position |
| College cash reserves have been considerably reduced due ongoing deficits from previous years. Work force bridging guidance has been provided and an approved Department of Education and Training 2017 deficit repayment plan set up for 2019 will address this deficit. The College will seek further assistance in 2019 so that it can develop a strategy to repay the 2018 deficit. The college has significantly reduced the financial budget and maintained low staffing to continue to provide a viable educational program.  |

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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 502 students were enrolled at this school in 2018, 239 female and 263 male.27 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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| **(Primary Year Levels)** |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **(Primary Year Levels)** |

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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 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **(Primary Year Levels)** |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 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 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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| **Performance Summary** |

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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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| **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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| **(Secondary Year Levels)** |

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| **Performance Summary** |

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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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| 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: 98%Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 6%VET units of competence satisfactorily completed in 2018: 55%Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A |

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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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| 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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| **Revenue** |

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

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $615,709 |
| Official Account | $35,861 |
| Other Accounts | $6,236 |
| **Total Funds Available** | **$657,805** |

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| Student Resource Package |

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| $4,612,492 |

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| --- | --- |
| Government Provided DET Grants | $1,134,926 |
| Government Grants Commonwealth | $22,196 |
| Government Grants State | $12,322 |
| Revenue Other | $389,780 |
| Locally Raised Funds | $457,713 |

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| **Total Operating Revenue** |

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| **$6,629,428** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $114,470 |
| Equity (Catch Up) | $25,713 |

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| **Equity Total** |

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| **$140,183** |

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| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $274,902 |
| Other Recurrent Expenditure | $30 |
| Provision Accounts | $8,896 |
| **Total Financial Commitments** | **$283,827** |

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| Student Resource Package² |

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| $5,372,648 |

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| --- | --- |
| Books & Publications | $6,764 |
| Communication Costs | $22,600 |
| Consumables | $140,219 |
| Miscellaneous Expense³ | $705,616 |
| Professional Development | $28,826 |
| Property and Equipment Services | $300,285 |
| Salaries & Allowances⁴ | $341,703 |
| Trading & Fundraising | $30,744 |
| Travel & Subsistence | $2,105 |
| Utilities | $96,100 |
| Adjustments | $9,400 |

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| **Total Operating Expenditure** |

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| **$7,057,010** |

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

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| **($427,582)** |

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| **Asset Acquisitions** |

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| **$0** |

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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 04 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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