2017 Annual Report to the School Community

School Name: Robinvale College

School Number: 8276

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Robinvale College (interim name) was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. The College community has experienced challenging and exciting changes in its school improvement journey. From 2010-2015 the College was known as Robinvale P-12 College, which was formed by the merger of the Primary and Secondary schools in 2010. The decision to close the school in 2015 and re-open as a new entity in 2016 was based on its vision to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. The new vision is to provide "great learning for a thriving community", expressing its commitment to making a valuable contribution to the community's social and economic growth.

Robinvale is situated on the Murray River in North Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (80 km) and Swan Hill (130 km). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, TatiTati and Wadi Wadi. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location.

The College roll reflects this diversity and it celebrates its vibrant multiculturalism. The College enrolment in 2017 was 408 students: approximately a third was Indigenous, and a third of Pacific Islander descent. There were 35% of students from Language Backgrounds Other than English (LBOTE); three-quarters of these students came from families that do not speak English at home.

The College works hard to overcome the challenges facing families in Robinvale; its Socio-economic Indexes for Areas (SEIFA) score ranks it within the 10 most disadvantaged communities and the College is one of the lowest Index for Community Socio-educational Advantage (ICSEA) schools in Victoria. The College acknowledges its important role it has in lifting aspirations for its students and for the whole community. The wide range of student academic, engagement and wellbeing programs, and the focus on improving engagement with families, are responses that the College implemented in 2016 and continued in 2017.

The notion of the College as a community hub was enhanced in late 2015 when the Minister for Education announced $450,000 to help fund the transformation; the money would go towards a new Administration building to be shared by the Early Learning Centre, the latter having been granted funding previously. Planning for the design and construction became active in 2016. Furthermore, progress was made with business and industry partnerships and College facilities were made available for community use. 2017 has seen the beginning stages of the capital works building with estimated completion due end of June 2018.

The College had already undertaken significant capital works projects over the past 7 years, with four buildings that were opened in 2013; they offer an open plan, technology-rich learning environment designed to support and enhance curriculum and pedagogy. The College also has a Gymnasium, a Multi-Purpose Room and a heated indoor pool. There is also a Community Garden which was established with community stakeholders such as the Robinvale District Health Services and the Swan Hill Rural City Council.

In order to meet the specific needs of different stages of learning, the College has three Learning Communities: F-4, 5-8, and 9-12. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered on-site including Hospitality, rural education and Music Production.

The College had 57.99 fulltime equivalent of staff: 2 Principal Class Officers, 31.40 EFT teachers, and 18.59 EFT Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2016 the College's FISO priorities were Excellence in Teaching and Learning - Building Practice Excellence and Professional Leadership - Building Leadership Teams. To build practice excellence, the College continued the focus on the implementation of the Robinvale College Instructional Model including: Teachers using evidence-based, high-impact strategies to plan for teaching and learning; a school-wide literacy focus on writing and academic vocabulary; building capacity to assess and report against the Victorian Curriculum standards using Professional Learning Team structures; and whole school assessment and reporting processes using learning tasks. The school made progress in all of these with especially good results in the writing of curriculum documentation and action research cycles being completed within the F-4 community with a focus on writing. The other FISO priority was to develop a positive climate for learning by empowering students and building school pride which has seen an improvement in school climate and student attitudes towards school and their learning.

Achievement

Literacy and Numeracy were the school-wide priorities for achievement. The reason for these priorities was realized in the entry data, showing that students have significant literacy and numeracy learning needs. English Online Interview data showed that 89.5% of the school's Prep students were at the "Towards Foundation" level for Reading & Viewing compared to 70.7% in the State; for writing 100% of Prep students at Robinvale College were at this level. The school's involvement in the University of Melbourne Network of Schools supported a school-wide literacy focus on writing. The use of data analysis tools to measure the effect size growth of students in writing showed the positive effect that selected strategies were having on student growth. NAPLAN Learning Gain data for writing showed 76% medium to high growth in Year 3-6, 92% in Year 5-7 and 84% in Year 7-9.

Literacy was further addressed through the Quick Smart program, a withdrawal program for students from F-9 who were identified through their data as being below expected level. The program provides students with three intensive one-to-one literacy sessions per week, for approximately 10 weeks, to get them to the next level. This program worked closely with the Koorie Early Years Literacy and Numeracy program and the data showed excellent progress for most students involved in the program. Marzano's academic vocabulary program was introduced as a pilot project in Year 9-10 English and will be expected to go school-wide in 2017.

In Numeracy a suitable program to improve consistent, high quality practice in Year F-6 was explored; Prime Maths resources were introduced to some classes and teachers were given professional development. Based on the effectiveness of the program, the use of Prime will continue throughout Year F-6 in 2017.
The development of a school derived writing developmental progression for Victorian Curriculum F-10 was one of the key strategies' for improving writing outcomes. Teachers used Guttman Charts to help analyze student data and target next steps for learning.

In 2017 96% of students satisfactorily completed their VCE, an increase from 2016.

All Program for Disability students showed progress at satisfactory or above in achieving their individual goals.

Engagement

The College implemented a wide range of strategies aimed at improving engagement and attendance. In 2017 the attendance improvement targets proved to be challenging and the attendance rate was maintained from 2016. In reviewing the programs and data, it is clear that the engagement and support of parents is the key factor to address going forward.

The Clontarf Academy engages with Koorie boys in Year 4-12. It has gone from strength to strength since its establishment at the College site in 2010. The community has shown increasing levels of trust and support for the academy. Examples of individual attendance data have shown excellent improvement in attendance rates and retention through to Year 12, and successful transitions to further study or work. Over and above these statistics is the qualitative data, including feedback from family members, community members and teachers, of the Clontarf boys' enhanced social competence, confidence and self-efficacy.

The KEYLN (Koorie Early Years Literacy Numeracy) and Quick Smart programs engaged students in literacy support however, feedback from teachers was that the increased confidence in literacy also had a positive impact on engagement and participation in the classroom. These programs also valued parent engagement as an enabler of improved progress, through building capacity for parents to support and encourage literacy at home. The College has an ATSI Advisory Committee which met twice a term in 2017 to offer guidance and support in evaluating engagement initiatives for Koorie families.

The College values the importance of providing students with role-models of success in education through its staffing. In 2017 the Koorie staff at the College worked together as a team to improve the engagement of Koorie parents and the community. This included 4 Education Support staff. The College was also fortunate to have 3 Tongan Pacific Islander staff members (2 teachers and 1 Chaplain) to support the engagement of Tongan students and parents.

The College also offered the following to target attendance: two Koorie Engagement Support Officers (DET regional staff), a Breakfast Program; the introduction of a Stephanie Alexander learning program and a FLO program.

The Compass Student Management system was further embedded; staff capacity to use Compass Attendance and Behaviour data was improved to enable students at risk to be identified to for appropriate support.

Wellbeing

The College Wellbeing Team met together once a week in 2017 for co-ordination and case management. It consisted of: a Wellbeing Coordinator, School Nurse, Chaplain, DET SSSO social worker and speech pathologist, 3 Lead Teachers whose roles were Learning Community Leaders, Tristar staff (Tristar Doctor, Mental Health Nurse, and Psychologist). In addition, the College operated a partnership with Robinvale & District Health Services (RDHS). This allowed for an enhanced level of service delivered to students, starting with screening for all students in the F-4 learning community and leading to tailored classroom support. The RDHS also provided a Health Promotions officer and trainee to work closely with the College canteen staff and the Community Garden learning programs.

The College continued its ongoing relationship with the REACH program, which over a number of years has provided a school-based mental health and wellbeing program to Year 7-12 students.

The College continued its school-wide Social Emotional Learning (SEL) Program which was first established in 2014; by 2017 it has been firmly embedded in school culture, a project team led implementation of the program and all staff had professional development. In addition, the Wellbeing Team continued to expand its co-ordination and delivery of services. In addition to the Regional School Support Service that provides a School Nurse twice a week, a Social Worker once a week and Speech Pathology by referral, the College had a 0.8EFT Chaplain and a Flexible Learning Options Case Manager. Furthermore, the College developed a partnership with Tristar and began offering the services of a Mental Health Nurse on-site; this package includes a visiting Doctor and Psychologist. The Clontarf Academy continued with an expanded program of wellbeing activities including health checks and health education sessions for Koorie boys. The REACH Foundation delivered its third year of a school-based wellbeing program which included students from Years 7 to 12.

For more detailed information regarding our school please visit our website at [www.robinvalep12college.vic.edu.au]

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

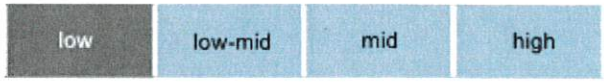
Enrolment Profile

A total of 408 students were enrolled at this school in 2017, 205 female and 203 male.

24 percent were EAL (English as an Additional Language) students and 25 percent ATSI (Aboriginal and Torres Strait Islander) students.

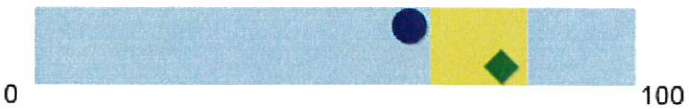
Overall Socio-Economic Profile

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).



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

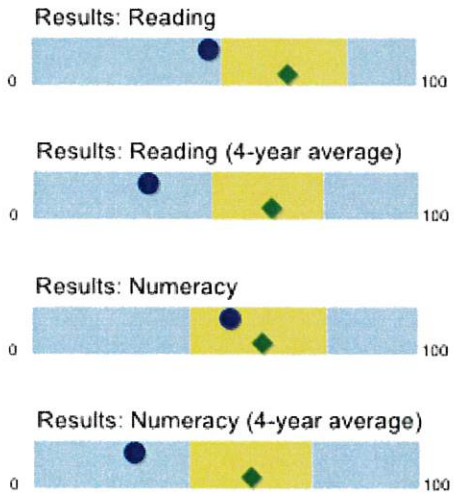
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	● Similar ● Similar

(Primary Year Levels)

Performance Summary

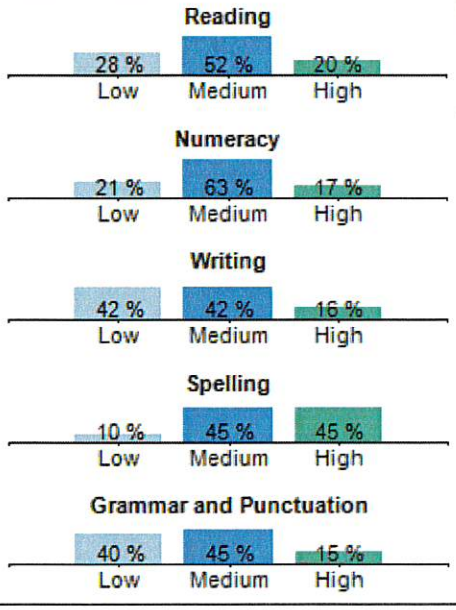
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The 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.		Similar Lower Similar Similar
NAPLAN Year 5 The 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.		Higher Similar Similar Similar

(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
NAPLAN Learning Gain Year 3 - Year 5 Learning 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'.		NAPLAN Learning Gain does not require a School Comparison.

(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

Average Number of Student Absence Days

Average 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 2017 attendance rate by year level:

Student Outcomes

Results: 2017

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

Results: 2014 - 2017 (4-year average)

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

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
87 %	86 %	90 %	90 %	89 %	88 %	85 %

School Comparison

Lower

Lower

(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
Students Attitudes to School - Sense of Connectedness Measures 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).		
Students Attitudes to School - Management of Bullying Measures 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).		

(Secondary Year Levels)

Performance Summary

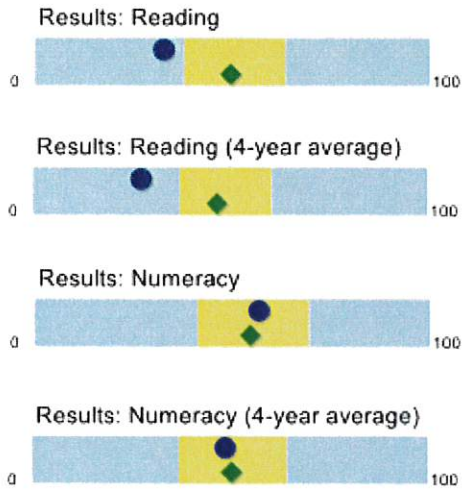
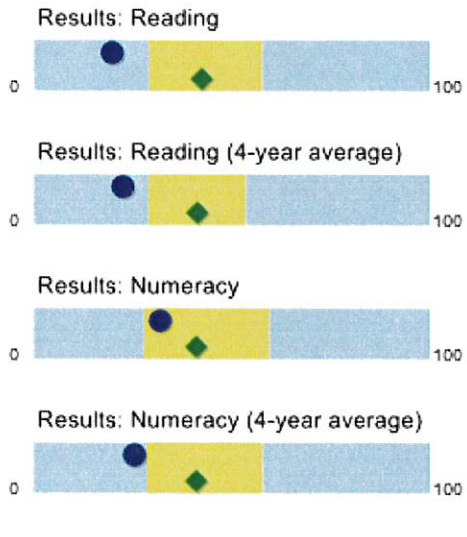
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	Similar Similar

(Secondary Year Levels)

Performance Summary

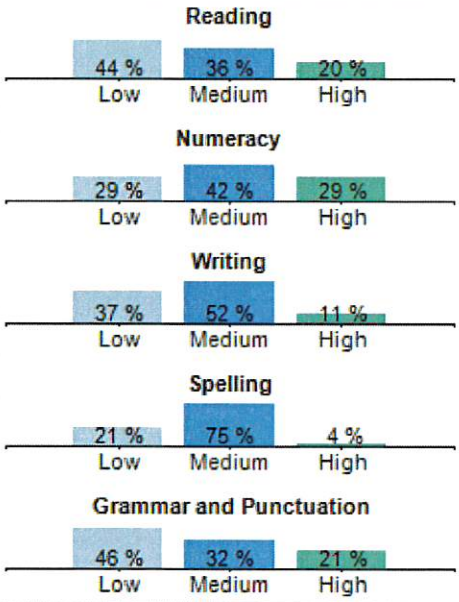
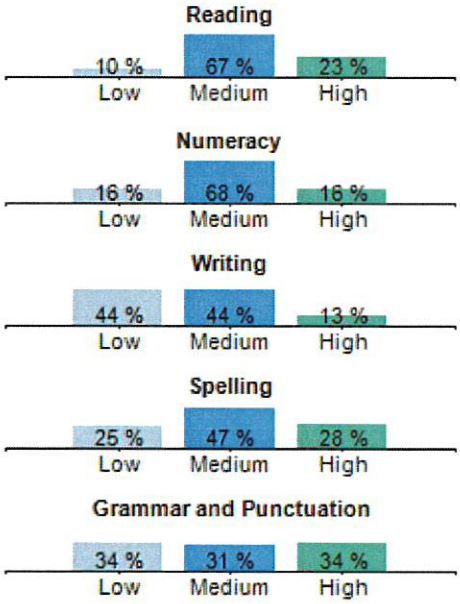
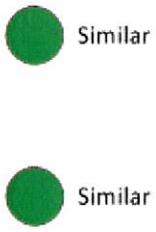
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The 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.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The 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.		Similar Similar Similar Lower

(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
NAPLAN Learning Gain Year 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'.		NAPLAN Learning Gain does not require a School Comparison.
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'.		NAPLAN Learning Gain does not require a School Comparison.
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.		

Students in 2017 who satisfactorily completed their VCE: 95%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 60%
VET units of competence satisfactorily completed in 2017: 76%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 94%

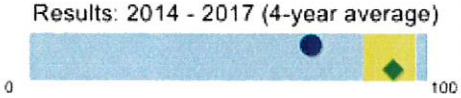
(Secondary Year Levels)

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
Average Number of Student Absence Days Average 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 2017 attendance rate by year level:	Results: 2017 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) Few absences <------> Many absences	

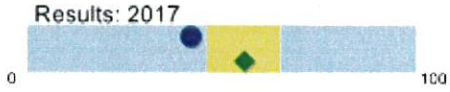
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
89 %	86 %	85 %	81 %	86 %	87 %

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available No Data Available
Exit Destinations Percentage 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'.	Results: 2017 Results: 2014 - 2017 (4-year average)  	

(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
Students Attitudes to School - Sense of Connectedness Measures 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).		
Students Attitudes to School - Management of Bullying Measures 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).		

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?

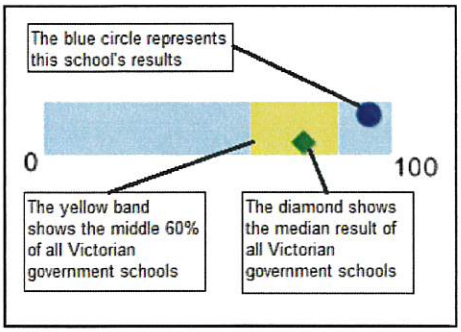
The Performance Summary reports on data in three key areas:

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).

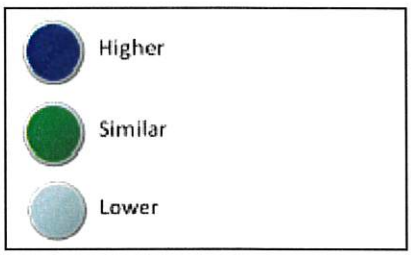


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$5,115,715
Government Provided DET Grants	$890,813
Government Grants Commonwealth	$53,000
Government Grants State	$9,875
Revenue Other	$104,375
Locally Raised Funds	$351,051
Capital Grants	$0
Total Operating Revenue	**$6,524,828**

Equity[1]	
Equity (Social Disadvantage)	$873,211
Equity (Catch Up)	$48,640
Equity Total	**$921,851**

Expenditure	
Student Resource Package[2]	$5,079,798
Books & Publications	$8,136
Communication Costs	$9,943
Consumables	$147,209
Miscellaneous Expense[3]	$388,335
Professional Development	$34,373
Property and Equipment Services	$383,138
Salaries & Allowances[4]	$163,832
Trading & Fundraising	$217,967
Travel & Subsistence	$11,727
Utilities	$158,314
Adjustments	$150,000
Total Operating Expenditure	**$6,752,774**
Net Operating Surplus/-Deficit	**($227,946)**
Asset Acquisitions	**($4,705)**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$3,444
Official Account	$31,720
Other Accounts	$778,931
Total Funds Available	**$814,096**

Financial Commitments	
Operating Reserve	$240,652
Beneficiary/Memorial Accounts	$10,093
School Based Programs	$54,169
Other recurrent expenditure	$950
Capital - Buildings/Grounds incl SMS>12 months	$508,232
Total Financial Commitments	**$814,096**

(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 05 March 2018 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.

Commentary relating to school's financial performance:

The 2016 annual result was a deficit of $227 946 due to capital works funds that had not yet been received.

The following were extraordinary revenue items including grants, fundraising initiatives additional government funding and equity funding:

- Intervention funding of $101 000
- STEM Maker Space grant of $5 000
- Chaplaincy grant of $20 000
- Hire of school facilities of $11 560
- Interest received $24 696
- Keeping Kids Connected grant of $42 000
- Grant from Euston Club for community garden toilets of $12 500
- Debutante Ball profit of $5 000
- Colour Run profit of $3 000
- State Government grant for Duke of Ed. Within Year 9 Program of $9 875
- Equity funding of $921 851
- Pre-school payment for ELC of $150 000

Extraordinary expenditure items included:

- Shade sails of $20 760
- Insurance of $12 350
- Student uniforms of $70 000
- New admin / ELC works of $61 500 for 2017.

2017 Performance Summary (including Intake Adjusted Charts)

School Name: Robinvale College (interim name)

School Number: 8276

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

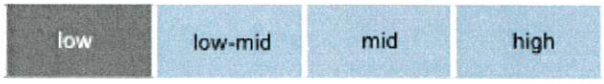
Enrolment Profile

A total of 408 students were enrolled at this school in 2017, 205 female and 203 male.

24 percent were EAL (English as an Additional Language) students and 25 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).

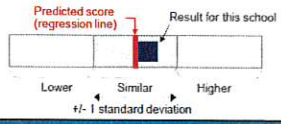
School Staff Survey

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

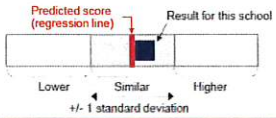


Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

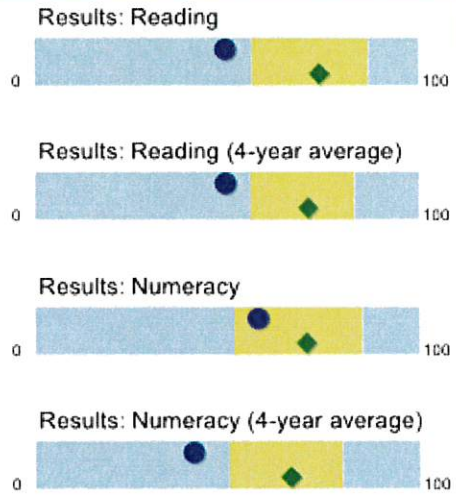
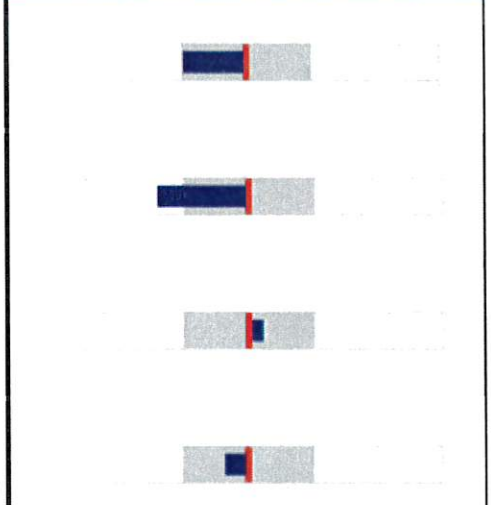
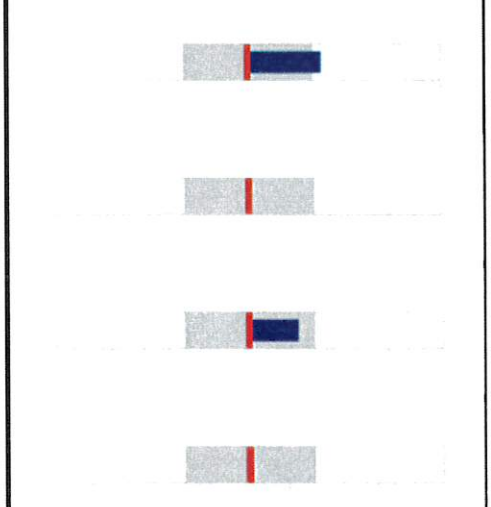
Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	

(Primary Year Levels)

Performance Summary



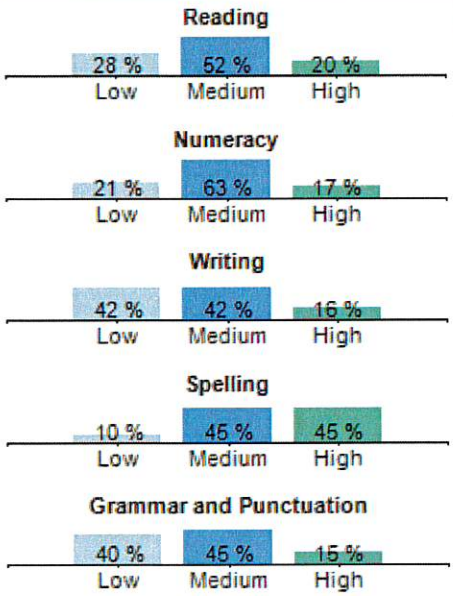
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The 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.		
NAPLAN Year 5 The 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.		

(Primary Year Levels)

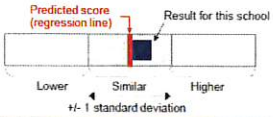
Performance Summary

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
NAPLAN Learning Gain Year 3 - Year 5 Learning 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'.		NAPLAN Learning Gain does not require a School Comparison.

(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

Average Number of Student Absence Days

Average 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 2017 attendance rate by year level:

Student Outcomes

Results: 2017

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

Results: 2014 - 2017 (4-year average)

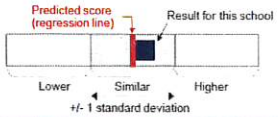
Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
87 %	86 %	90 %	90 %	89 %	88 %	85 %

School Comparison

(Primary Year Levels)

Performance Summary

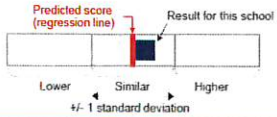


Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures 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).		
Students Attitudes to School - Management of Bullying Measures 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).		

(Secondary Year Levels)

Performance Summary

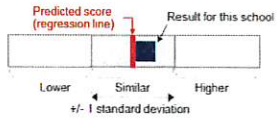


Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

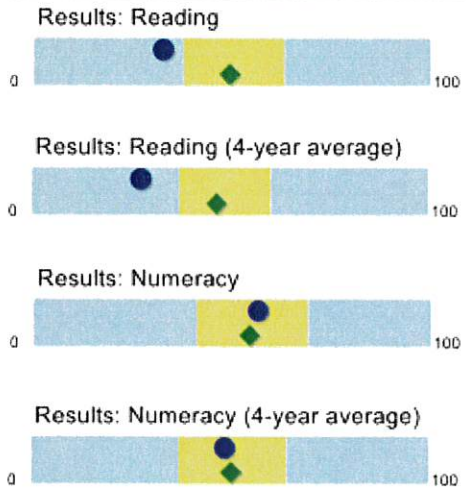
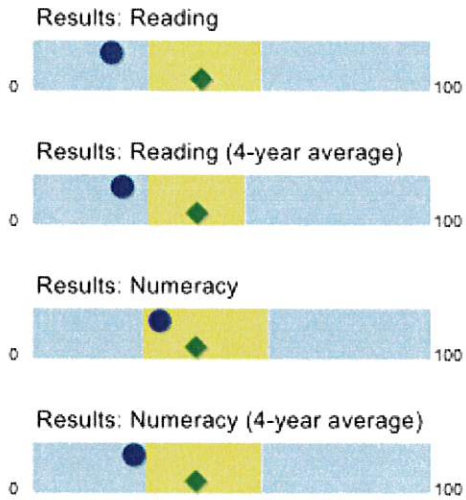
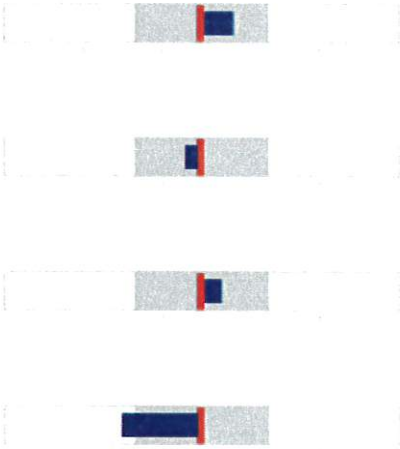
Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	

(Secondary Year Levels)

Performance Summary



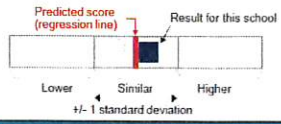
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

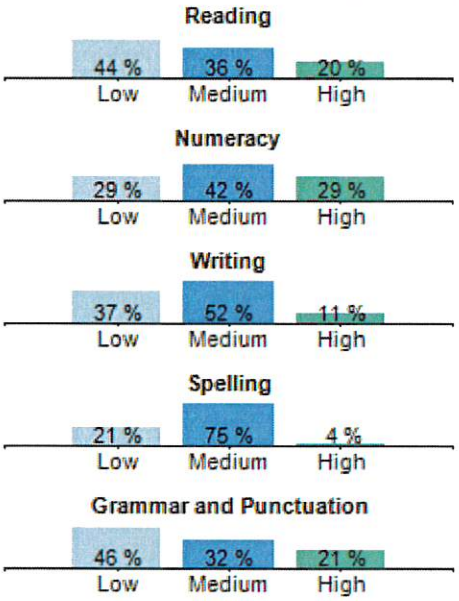
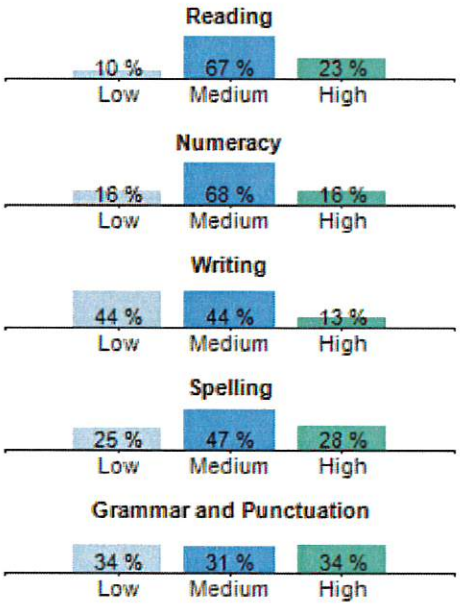
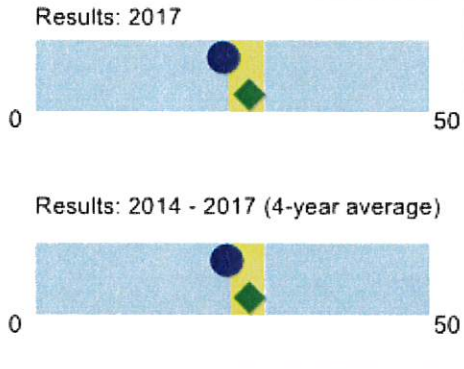
Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The 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.		

(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:

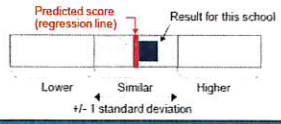


Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result 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'.		NAPLAN Learning Gain does not require a School Comparison.
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'.		NAPLAN Learning Gain does not require a School Comparison.
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.		

Students in 2017 who satisfactorily completed their VCE: 95%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 60%
VET units of competence satisfactorily completed in 2017: 76%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 94%

(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

Average Number of Student Absence Days

Average 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 2017 attendance rate by year level:

Student Outcomes

Results: 2017

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

Results: 2014 - 2017 (4-year average)

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

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
89 %	86 %	85 %	81 %	86 %	87 %

School Comparison

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

No Data Available

No Data Available

No Data Available

No Data Available

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

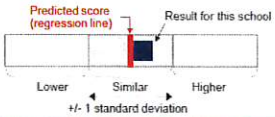
Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2017

Results: 2014 - 2017 (4-year average)

(Secondary Year Levels)

Performance Summary



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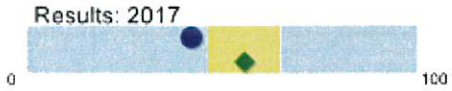
Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures 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).		
Students Attitudes to School - Management of Bullying Measures 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).		

2017 Appendix 1: Data tables

School Name: Robinvale College (interim name)

School Number: 8276

VICTORIA State Government | Education and Training

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 408 students were enrolled at this school in 2017, 205 female and 203 male.

24 percent of students had English as an additional language and 25 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-Mid, Mid and High.

This school's socio-economic band value is: **Low**

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)	62.50	77.74	66.22	82.13

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)	40.9	60.2	49.2	70.0

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	80.8	90.7	83.7	95.8	Similar
Mathematics	75.3	92.2	85.2	96.9	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)	50.0	74.3	57.1	87.3	Similar
Year 3	Numeracy (latest year)	58.3	70.8	52.3	85.7	Similar
Year 5	Reading (latest year)	46.4	66.7	50.0	82.3	Higher
Year 5	Numeracy (latest year)	51.7	60.0	41.7	76.9	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)	50.0	71.3	56.7	83.6	Lower
Year 3	Numeracy (4 year average)	41.7	66.7	51.0	80.3	Similar
Year 5	Reading (4 year average)	30.5	62.2	47.2	75.9	Similar
Year 5	Numeracy (4 year average)	26.7	56.8	41.2	72.5	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	28.0	52.0	20.0
Numeracy	20.8	62.5	16.7
Writing	42.1	42.1	15.8
Spelling	10.0	45.0	45.0
Grammar and Punctuation	40.0	45.0	15.0

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)	24.0	15.6	13.4	18.3	Lower
Average number of absence days (4 year average)	23.3	15.0	12.9	17.5	Lower

Attendance Rate

Average 2017 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)	87	86	90	90	89	88	85

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)	79.09	82.07	73.52	89.91	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)	75.76	82.46	73.33	90.44	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	60.2	79.3	65.2	91.6	Similar
Mathematics	62.3	72.9	54.1	86.0	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	33.3	50.0	38.6	64.0	
Year 7	Numeracy - latest year	57.1	54.9	41.9	69.9	
Year 9	Reading - latest year	20.5	42.9	30.0	58.3	Similar
Year 9	Numeracy - latest year	32.5	41.5	28.6	60.0	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 7	Reading (4 year average)	28.1	47.1	38.0	61.1	
Year 7	Numeracy (4 year average)	49.2	50.8	37.8	65.0	
Year 9	Reading (4 year average)	23.2	41.8	29.8	54.1	Similar
Year 9	Numeracy (4 year average)	26.1	41.5	29.3	58.4	Lower

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	44.0	36.0	20.0
Year 5 to 7	Numeracy	29.2	41.7	29.2
Year 5 to 7	Writing	37.0	51.9	11.1
Year 5 to 7	Spelling	21.4	75.0	3.6
Year 5 to 7	Grammar and Punctuation	46.4	32.1	21.4
Year 7 to 9	Reading	10.0	66.7	23.3
Year 7 to 9	Numeracy	16.1	67.7	16.1
Year 7 to 9	Writing	43.8	43.8	12.5
Year 7 to 9	Spelling	25.0	46.9	28.1
Year 7 to 9	Grammar and Punctuation	34.4	31.3	34.4

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)	24.38	27.57	25.12	29.61	Similar
Mean Study Score (4 year average)	24.80	27.58	25.43	29.67	Similar

Students in 2017 who satisfactorily completed their VCE: **95 percent.**
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: **60 percent.**
VET units of competence satisfactorily completed in 2017: **76 percent.**
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: **94 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)	27.7	20.7	15.5	25.2	Similar
Average number of absence days (4 year average)	28.0	19.7	16.0	24.3	Lower

Attendance Rate

Average 2017 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)	89	86	85	81	86	87

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)					
Retention (4 year average)					

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	71.1	92.5	81.8	100.0	Lower
Student Exits (4 year average)	71.1	91.6	84.4	97.5	Lower

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)	43.68	52.50	43.18	61.26	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 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)	42.11	55.79	46.44	65.27	Lower

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' 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').

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTSUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2017

Revenue	Actual
Student Resource Package	$5,115,715
Government Provided DET Grants	$890,813
Government Grants Commonwealth	$53,000
Government Grants State	$9,875
Revenue Other	$104,375
Locally Raised Funds	$351,051
Total Operating Revenue	$6,524,828

Equity [1]	Actual
Equity (Social Disadvantage)	$873,211
Equity (Catch Up)	$48,640
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$921,851

Expenditure	Actual
Student Resource Package [2]	$5,079,798
Adjustments	$150,000
Books & Publications	$8,136
Communication Costs	$9,943
Consumables	$147,209
Miscellaneous Expense [3]	$388,335
Professional Development	$34,373
Property and Equipment Services	$383,138
Salaries & Allowances [4]	$163,832
Trading & Fundraising	$217,967
Travel & Subsistence	$11,727
Utilities	$158,314
Total Operating Expenditure	$6,752,774
Net Operating Surplus/-Deficit	($227,946)
Asset Acquisitions	($4,705)

FINANCIAL POSITION AS AT 31 DECEMBER, 2017

Funds available	Actual
High Yield Investment Account	$3,444
Official Account	$31,720
Other Accounts	$778,931
Total Funds Available	$814,096

Financial Commitments	Actual
Operating Reserve	$240,652
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds incl SMS<12 months	$0
Maintenance - Buildings/Grounds incl SMS<12 months	$0
Beneficiary/Memorial Accounts	$10,093
Cooperative Bank Account	$0
Revenue Receipted in Advance	$0
School Based Programs	$54,169
DET Central Coordination	$0
Region Coordination	$0
School/Network/Cluster Coordination	$0
Region/Network/Cluster Funds	$0
Provision Accounts	$0
Repayable to DET	$0
Other recurrent expenditure	$950
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds incl SMS>12 months	$508,232
Maintenance -Buildings/Grounds incl SMS>12 months	$0
Total Financial Commitments	$814,096

(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 05 Mar 2018 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.