


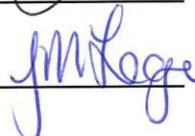
2016 Annual Report to the School Community



School Name: Terang College

School Number: 6236



Name of School Principal:	Greg Button 
Name of School Council President:	Josie Logan 
Date of Endorsement:	10/5/2017
<p>All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)</p> <p>This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.</p>	
<p>This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.</p>	

About Our School

School Context

Terang College is a dual campus P-12 school situated in the rural town of Terang. The College has 24 equivalent full time staff, 12 with time fraction reductions, two principal class, education support staff and 7 staff on leave; 5 family, 2 LWOP. The motto of the College 'Together We Grow' identifies aims of growing through a co-operative and sharing approach to developing each child. Terang College fosters and encourages:

- students to reach their maximum potential in all areas of endeavor
- the development of positive interpersonal relationships between students, teachers and parents
- our aim is to provide a safe and secure environment with appropriate challenges and experiences to enable all children to reach their maximum potential
- the development of skills, characteristics and positive attitudes which will enable students to become valuable citizens in our community and society

It also aims to develop a whole community approach to education by:

- cooperatively developing curriculum for this community that will ensure a quality education for all students and sharing the resources necessary to deliver that curriculum

The College has a major emphasis on academic rigor and high expectations but overriding all others is the wellbeing of the students, staff and parents and ensures they become confident, contributing members of their communities.

At Terang College our pedagogy and programs aim to foster tolerance and respect of others as well as respect for the local and global environment but most importantly a respect for themselves in their learning and growth.

The College has invested in the Professional Learning Communities approach to work in collaborative teams to transform the way we work to improve student outcomes and have decided to undertake a review and development based on our essential learning agenda.

Enrolments for 2016 remain stable at 350.

Framework for Improving Student Outcomes (FISO)

The college has selected Excellence in Teaching and Learning, Building Practice Excellence and Curriculum Planning and Assessment. Throughout 2016 the PLC teams have been focused on documenting the Essential Learnings in the new Victorian Curriculum. This has involved the PLC teams changing from AUSVELS to the new Victorian Curriculum and ensuring that students, parents and staff are able to better track individual growth. This will also enable parents to become more closely involved in their students learning growth through better awareness of what is been taught and let them have good discussions with their students about their learning.

The collection of data to support this approach has already shown an improvement in student outcomes. It has also shown us where we need to revisit and target the learning in order to improve it.

The College is working to improve differentiation in our curriculum so that it meets the needs of all our students, allowing them to experience success through the process of learning. Targeting literacy and numeracy skills continues to be a major focus of the college. Equity funding has been used to employ additional staff to support teachers with this challenging work; our goal, to promote and show growth in student learning across P-10.

All of this information will be placed on our "Compass Network". We will continue to build stronger links with our parents and show them what we are doing in order for their students to progress through their learning in each year level. Transition from one year to the next will be more successful because the students and parents will be aware of the expectations, and feel assured that they have acquired the skills and knowledge to ensure a successful transition.

Achievement

Primary Levels:

Teacher Judgments: AusVELS/Victorian Curriculum

Percentage of Students from P- 6 with a Grade of C or above in English/Mathematics.

At state average.

NAPLAN Year 3:

Reading: Below State Median Result. Reading Recovery program strengthened through additional time allocation.

Numeracy: Achieving at State Median Result.

NAPLAN Year 5:

Reading: Marginally Below State Median Result.

Numeracy: Marginally below state result.

NAPLAN Relative Growth 3-5:

Strengths: Reading, Numeracy. Areas for improvement Writing/ Spelling. Additional staff allocated to support students with Literacy/Numeracy intervention. Two additional EFT staff have been employed to support students in the areas of literacy and numeracy.

In 2016, the Terang College P-6 average attendance rate, by year level, was higher than the state median.

Secondary Levels:

Teacher Judgments AusVELS/ Victorian Curriculum

Percentage of Students from 7-10 with a Grade of C or above in English/Mathematics

Similar to State median.

NAPLAN Year 7:

Reading: Marginally above State Median result.

Numeracy: Achieving marginally above State Median result.

NAPLAN Year 9:

Reading: Marginally below state median result. Three additional staff have been allocated to support students in literacy and numeracy.

Numeracy: At state median result.

NAPLAN Relative Growth 5-7:

Strengths: Numeracy and reading. Areas for improvement: Spelling/ Grammar

NAPLAN Relative Growth 7-9:

Strengths: Improvement occurring in all areas due to extra support within the classroom; the focus is on literacy and numeracy.

Equity funding has been used to support this process.

VCE: Above state median in student outcomes. 100% of students satisfactorily completed year12. Students who completed the Victorian Certificate of Applied learning (VCAL) in 2016, – there was a 100% success rate. 98% of all VET units were successfully completed.

All programs for students with a disability showed progress at satisfactory or above in achieving their individual goals.

Our current improvement focus will continue to be in the areas of Literacy and Numeracy. AIP: our FISO improvement priorities were excellence in teaching and learning, curriculum planning and assessment and building practice excellence.

Effective literacy support programs have been implemented and conducted within the Middle Years and Reading Recovery will continue to be a focus at the P-4 campus.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☐ AusVELS ☐ Victorian Curriculum ☒ A Combination of these

Engagement

Primary Levels:

Attendance: P-6 average: Higher than state average. 93.28% average P-6

Secondary Levels:

Attendance: 7-12 average: Higher than state average. 91.5% average 7-12

Student Retention: 7-10

At state average.

Student Exiting to further studies and full time employment:

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

At state average.

Attendance in 2016 has improved and will remain a focus in 2017. A new attendance program is in place. Terang College has been very successful in retaining students in Years 9-12 over the past couple of years. This is largely due to the programs we can offer such as the Year 9, Mock Job Interviews, VCAL/VET, Corangamite Pathways and a very wide and diverse range of subjects at the VCE Level. All students are provided with an effective pathway through ongoing course and career counselling so as to enable them to be well informed and able to make, with their parents, good choices around their future goals. In 2015, the College has chosen to implement “Compass” to manage student attendance and to enable parents to have access to their student’s attendance data. This allows better communication to enable parents to explain non - attendance.

Through “compass” the college has also instigated programs to enable parents to become more engaged with students progress in their learning. This includes access to the essential learning curriculum P-10 and the assessments attached to this. The College has also changed its reporting program to a graph style report that has been well received by students, parents and staff. This will be connected to both essential learnings and assessment.

Terang College will continue to embed a culture of high expectations for all students

Wellbeing

Primary Levels:

Student Attitudes to School Survey: Yr5/6 at State Average

Secondary Levels:

Student Attitudes to School Survey: Yr7/12 are Higher than the State Average.

Partnerships with Corangamite Schools, South West TAFE and the SWLLEN will continue to be a focus, leading to higher engagement rates for disengaged students. Terang College is again an active member of the Corangamite Pathways Program.

A priority of the College has always been the wellbeing of students. A focus area has been our Students Attitudes to School Surveys and student wellbeing and safety has been high. Year 5/6 Student Connectedness will continue as a focus for the Sub-School Leaders. The College also has well-structured leadership opportunities with leadership students attending workshops and coaching to improve leadership capabilities.

Terang College is also part of the Corangamite Trade Training Center project that involves the development of 5 training centres in different locations. Each will deliver different VET programs to the students of the Corangamite schools group with the aim of allowing more access to VET programs within the cluster. Terang College will have a new facility to teach Community Studies. It is due to be finished in mid – 2017, with the aim of taking students in 2018.

The Year 9 BRICKs (Building Resilience in Corangamite Kids) and the VCAL program have been success stories to keep the students engaged in education.

Terang College will continue to improve attendance across the College and provide a safe, simulative and supportive environment across the whole College.




For more detailed information regarding our school please visit our website at
[enter web address here]

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: 
Result for this school:  Median of all Victorian government pri/sec schools: 

School Profile

Enrolment Profile

A total of 357 students were enrolled at this school in 2016, 163 female and 194 male.
There were 1% of EAL (English as an Additional Language) students and 4% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey




Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.





Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(PPrimary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 









Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

(PPrimary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

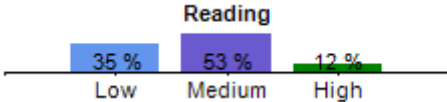
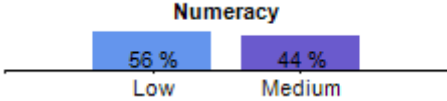

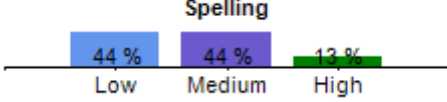
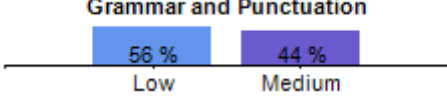
Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar</p> <p>Lower</p> <p>Similar</p> <p>Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Lower</p> <p>Similar</p> <p>Lower</p> <p>Lower</p>

(PPrimary Year Levels)




Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(PPrimary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>94 %</td><td>92 %</td><td>93 %</td><td>92 %</td><td>95 %</td><td>94 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	93 %	92 %	95 %	94 %	<div> Higher</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	93 %	92 %	95 %	94 %										

(Primary Year Levels)




Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)




Performance Summary













Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)




Performance Summary

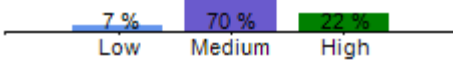
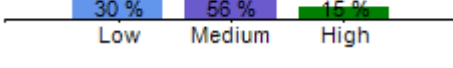
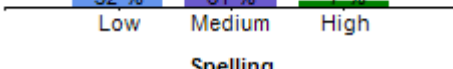
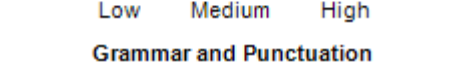
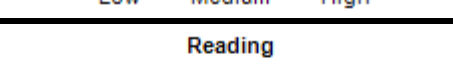
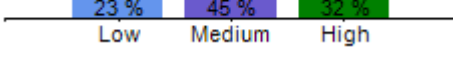
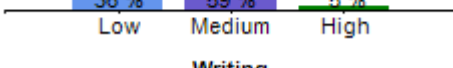
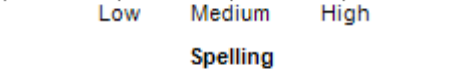
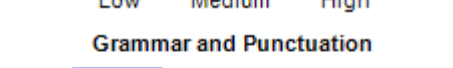





Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

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

(Secondary Year Levels)




Performance Summary






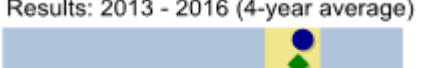



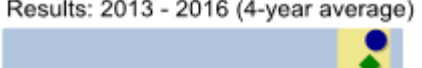


Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students in 2016 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 27%</p> <p>VET units of competence satisfactorily completed in 2016: 98%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 100%</p>		

(Secondary Year Levels)




Performance Summary






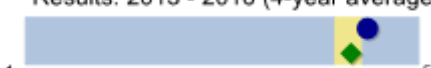


Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>93 %</td><td>92 %</td><td>88 %</td><td>88 %</td><td>94 %</td><td>94 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	88 %	88 %	94 %	94 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	88 %	88 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

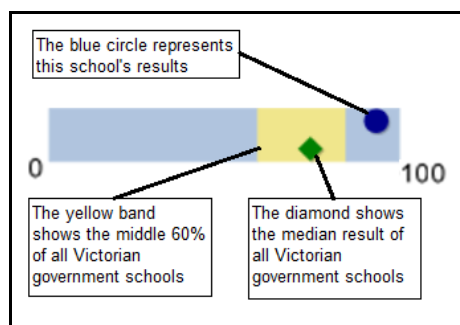
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

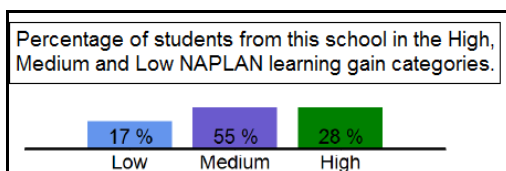
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

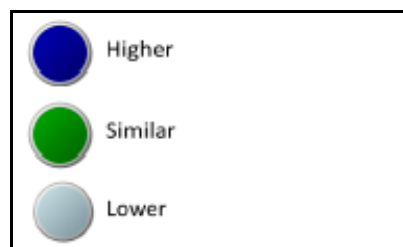
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$3,926,870
Government Provided DET Grants	\$533,346
Revenue Other	\$100,325
Locally Raised Funds	\$248,895
Total Operating Revenue	\$4,809,436

Expenditure	
Student Resource Package	\$3,867,585
Books & Publications	\$15,430
Communication Costs	\$16,503
Consumables	\$138,993
Miscellaneous Expense	\$180,259
Professional Development	\$24,146
Property and Equipment Services	\$257,106
Salaries & Allowances	\$155,654
Trading & Fundraising	\$73,139
Utilities	\$65,107

Total Operating Expenditure **\$4,793,921**

Net Operating Surplus/-Deficit **\$15,515**

Asset Acquisitions **(\$5)**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$83,802
Official Account	\$11,866
Other Accounts	\$750,000
Total Funds Available	\$845,668

Financial Commitments	
Operating Reserve	\$142,654
Asset/Equipment Replacement < 12 months	\$33,032
Capital - Buildings/Grounds incl SMS<12 months	\$44,221
Maintenance - Buildings/Grounds incl SMS<12 months	\$70,000
School Based Programs	\$168,164
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds incl SMS>12 months	\$172,639
Maintenance -Buildings/Grounds incl SMS>12 months	\$94,959
Total Financial Commitments	\$845,668

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.