

2018 Annual Report to The School Community



School Name: Matthew Flinders Girls Secondary College (8022)



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

Attested on 01 April 2019 at 03:50 PM by Michelle Crofts
(Principal)

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

Attested on 23 April 2019 at 06:45 PM by Juliet Williams
(School Council President)

About Our School

School context

Our history

Matthew Flinders Girls' has a long and proud history. The original foundation stone was laid in 1856 when there were few other schools in Geelong. MFG is one of seven girls-only state educational providers (since 1940) and the only girls-only provider outside of the metropolitan area. These two factors and the strong performance of the school over so many years means that in the local area MFG is recognized as something of an icon.

Our aim

In 2018 we developed our 11 traits, habits and dispositions that our school community wishes to foster in our students. These 11 traits are:

MFG learners are able to articulate a core set of values and ethical principles, which they apply to their lives.

They are:

- Kind, compassionate and trustworthy;
- Caring and respectful of others and themselves;
- Knowledgeable about learning and self-aware;
- Deep thinkers who are curious and creative;
- Problem solvers;
- Resilient, adaptable and able to learn from mistakes;
- Hard-working, ambitious and confident;
- Able to respect and celebrate difference and diversity;
- Optimistic about the future;
- Responsible and active local and global citizens and
- Flexible collaborators, leaders and team members.

Our location

Matthew Flinders Girls is located in Geelong within 500 meters from the city centre. The school site is on the edge of the city centre located close to the train station and central bus depot. Our school is used by the Victorian School of Languages, Greek School and a range of fitness and community groups. The school's proximity to the city centre; Geelong Library; Geelong Gallery; Deakin University, Kardinia Park and other cultural facilities for students and teachers to access which provide a wide range of student learning experiences.

Matthew Flinders has 2 sites: the Main Campus, which consists of 2 buildings (the Old Building built in 1856 and the Embling Building which was built in the 1970s) and the Helen Fraser site across the road from the Main Campus. All students are primarily housed on the main site. The Helen Fraser was used for VCE students whilst the building refurbishments were being completed in 2018.

Our student and community demographics

Our 2018 enrolment was 571. We are a small city school with a community/family feel.

A proportion of girls are from the immediate locality, but a significant number come from outside the City of Greater Geelong, from areas such as Colac, Barwon Heads, Indented Heads, Lara, Inverleigh, Bannockburn, Werribee and Anakie. There are more than 50 feeder Primary schools from where the students have been drawn over the past 3 years.

Our student population incorporated a diverse range of cultures, socio-economic backgrounds and family blends.

The Student Family Occupation (SFO) was 0.4884 and SFOE were 0.4296. In 2018 were:

- 20 funded PSD students – one Level 1, fourteen Level 2 and three Level 3
- 17 EAL students
- 2% students with Aboriginal and Torres Strait Islander backgrounds

Our staffing and leadership profile

- Principal class:3
- Leading Teachers: 5.39
- Classroom Teachers Level 2: 30.05
- Classroom Teachers Level 1: 7.19
- Instrumental Music Teachers: 3
- Integration Teacher: 0.6
- Education Support Staff: 9.82
- Integration Aides: 3.24

We have a highly experienced teacher profile with experienced teachers (Classroom 2) and more than 35% of the teaching staff are part time.

Our curriculum and specialisations

Our school values a breadth of curriculum experience for students and the curriculum offerings reflect this at Years 7 & 8, with students gradually able to focus on particular areas of interest from Years 9-12. Our senior pathways include VCE and VCAL; with many of our senior students undertaking a School Based Apprenticeship and Traineeship (SBAT) or VET Course as part of their learning programs.

As a Science, Technology, Engineering, Arts, Maths (STEAM) school we foster the development of creativity, problem solving and critical thinking through a range of subjects that focus on STEAM. Our school works closely with the Geelong Tech School, Biolab and Deakin University to align our learning with their programs and philosophies and to draw on their facilities and expertise to enhance our own programs and learning experiences.

MFG is an accredited Select Entry Advanced Learner Program (SEALP) provider, the only one in Geelong which is in an all-girls' setting (now TAASS – The Academy of Accredited Select Entry Schools). This program gives students the opportunity to be selected at Year 7 according to academic and leadership potential to undertake an alternative curriculum for Years 7 to 9. This program includes an Outdoor Education, Community Outreach experiences and a focus on developing intellectual character.

Our school has a strong Music program and an Instrumental Music program where students learn an instrument and participate in ensembles and related performances. Matthew Flinders is the home of the bands the Sweethearts and the Young Hearts. Our Sweethearts perform internationally in music festivals such as the Montreux Jazz Festival in Switzerland and Summerfest in America.

Our School Garden is a key focus for learning at MFG. It is iconic of the permaculture principles of Earth Care, People care and Fair Share. Our garden is used for learning in all subjects across the school as well as specialized sessions for Home Group and Environmental Technology classes. In addition, it is an inclusive space that we share with young people with disabilities (Dial A Lunch). It is also a great place to find a peaceful nook in which to relax.

Outdoor Education is a key component of our MFG learning programs. Our students are involved in outdoor pursuits within the local community and Victoria. Activities include: mountain bike riding, hiking, climbing, stand up paddle boarding, surfing, kayaking and skiing.

At MFG we offer a range of co-curricular sports programs, year level and subject area camps, National and

International Trips (MFG Challenge). We offer Sister School experiences in Indonesia, Reunion Island and France where student exchanges and visitations occur annually.

All students in Years 7 – 12 participate in an Information Technology 1 to 1 program, making use of their own electronic devices for their learning. Students are encouraged to purchase the technology which best suits their needs for learning. The school outlines minimum specifications and recommended devices to support parents when making decisions.

Framework for Improving Student Outcomes (FISO)

FISO Improvement Initiative - Excellence in Teaching and Learning: Building Practice Excellence

GOAL T&L1: To improve student learning outcomes by fostering a culture of collaboration.

KIS: Introduce TLC (Wiliam) professional learning team model of professional collaboration across the whole teaching staff.

Reflections

Teachers have:

- Participated in Professional Learning Communities using the Dylan Wiliam TLC model
- Undertaken extensive professional reading relating to formative assessment
- Identified a Formative Assessment focus for 2018 in the form of one of 5 formative assessment strategies
- Trialed Formative Assessment techniques relating to their chosen strategy in their classes
- Set goals for improved Formative Assessment practices that are included in their Professional Development Plans

Development Plans

- Shared their learning in cross-curriculum teams
- Participated in regular Professional Learning Communities using the Dylan Wiliam TLC model
- Continued to refine their use of Formative Assessment techniques in their classes
- Shared their learning in cross-curriculum teams
- Reflected on their own professional learning and growth during 2018

Data from the staff annual survey in 2018 supports the improved collaboration. A total of 64% of teachers rated collaboration positively, which is an increase of 15% since 2016 and 74% of teachers indicate they collaborate to plan curriculum, which is a 7% increase from 2017. However, only 55% indicated they collaborate to scaffold student learning. This will be a focus of 2019 learning area meetings and teacher collaboration will remain a focus of the 2019 Annual Implementation Plan.

FISO Improvement Initiative – Positive Climate for learning: Setting Expectations and Promoting Inclusion

GOAL PCL1: To improve our students' connection to school, motivation to learn and engagement in their learning.

KIS: KIS PCL1-1: Continue to further improve attendance processes in the school.

Reflections

We have continued to:

- Ensure the attendance policy is reviewed and communicated to the school community
- Establish clear protocols for students, teachers and parents
- Review attendance data
- Provide professional learning for staff on monitoring student attendance
- Research non-attendance at MFG
- Produce reports for relevant staff
- Put in place a well-being support for students with absence concerns

- Implemented a new Applied Learning Program at Year 10
- Implemented a new ALP focus with Musical Futures , Outdoor Education and Community Service foci
- Implement an MFG engagement Program at Year 9 called Springboard
- Communicate regularly in the newsletter, email and Facebook about the importance of attending school
- Liaise with the Regional Attendance person to establish supports for long term absences
- Liaise with the Out of Home Care and the Department of Health and Human services regarding support for our students

The Applied Learning Program was successful in improving the attendance of students in the Year 10 class. Many students from this class in Year 9 had an attendance rate of 40-50% but in 2018, in the Applied Learning Program, the attendance increased to 70-90%.

The Springboard Program provided an opportunity for 60 students in Year 9, 15 in each term to engage with and build relationships with teachers through Outdoor Education and Team Building activities. When the students have returned to school, they have continued to maintain these relationships with teachers.

Please see below for more comments about attendance.

Achievement

The Year 7 NAPLAN data suggests the students are slightly above the State average, however, our Middle Years Numeracy testing in 2017 and 2018 indicated a 75-80 % of students functioning more than one year below the expected level and about 30% well below the expected level of achievement.

This has been a consistent trend over time. We found that numeracy intervention using the Middle Years Numeracy Program worked for many students who were below this expected level in number. In 2019 we will introduce this program across the Year 7 cohort.

Our 2018 Year 9 NAPLAN data informs us that the cohort of students who began in Year 7 at MFG differed from the students who came into the school later than July 2016. The students who changed schools consistently had less growth than this who started at MFG. This was for writing, grammar and punctuation, spelling, numeracy and most of reading except for the high gain students. The data also shows that the students who commence at MFG generally show normal distributional spread of improvement over the period of time.

In 2018, 99% of students successfully completed their VCE and the school median was 28, the best for the Government Schools in Geelong. Our results were similar to "like schools" and on par with the State average. A total of 94% of VCAL students completed their certificate. The 6%, or three students, who did not complete their VCAL certificate went into the workforce because they were offered on-going employment in their field of interest.

Engagement

In 2018 a key focus was to improve our communication, procedures and processes with respect to attendance. MFG is below the State average for absences and has an overall average attendance of 91.5 %. Many of our absences are long holidays taken by families of another culture and family holidays. While we have some students with significant absence issues, usually as a result of mental illness or family concerns most students at MFG attend school regularly. In the 2018 Attitudes to School Survey 85% of students had a positive opinion about this. Many of the medium term absences are for extended family holidays which are out of the school's control. This work will continue in 2019.

The retention of students in Year 7-10 across Geelong Secondary Schools is being addressed by the principals in the area. At MFG we saw an improvement in retention in 2018 and will continue to build in engagement programs to support student learning. Due to our smaller cohorts in Years 11 and 12, some students have

elected to change schools for particular learning programs.

On Track data is not a good record of outcomes for our students as less than 1/3 of our students gave permission for this data to be released. In 2018 the percentage of Year 12 students exiting to further education or full time workplace learning was 76%. Only 1 student was job seeking. Four students who are not seeking employment are battling ill health. Many MFG students take a GAP year to do community service and travel. Most return and go to tertiary studies the following year. Of the 2018 cohort 90% received their first preferences into university.

Wellbeing

Our school's well-being data indicates that in 2018 our students feel as connected to our school as the average student feels connected to their school, across the state. This contentedness increased 4% from 2017 and can be attributed to our House pastoral care system, which was introduced in 2015 and has gained traction over the years. Our students are aligned to their vertical House groups and remain in them for their secondary schooling. Students receive House Points for participating in sports, exhibiting out MFG traits, attending school, taking part in co-curricular activities, etc. The Houses (Lipson, Gilmore, Beachley and Freeman) are iconic in our school.

There is a misconception that in an all girls' school there is more bullying. The students indicate consistently in their Attitudes to School Survey that they experience less bullying that across the State. We also score above the State for the way we manage any bullying and for our inclusive environment.

Our challenge is the increased occurrence of anxiety in our young people. This seems to be a trend in society as well. We have increased our well-being support and are introducing prevention programs across the school.

Financial performance and position

The financial result for 2018 was in line with budget expectations. Account balances at year end hold \$100,000 of unallocated parent funds including CSEF. We also have beneficiary funds (bequests) and targeted funding (STEM and VASSP projects) totalling \$165,000. Revenue in advance is held for 2019 programs such as Instrumental music and our Reunion Island and Indonesia Tours. We administer the Newstart Program which has a \$200,000 cash turnover including reimbursement for staffing costs. We are the Regional Bus coordination school and receive funding of \$77000 through our SRP to staff this position. We have a large Conveyance cohort totalling \$192000 revenue which is then distributed through our miscellaneous expenditure to families and bus company. Our SRP funding included Equity funding of \$244,000 of which \$176000 funded staff salaries and the balance resources and program costs associated with our focus areas of numeracy and engagement. We received An Advance grant of \$9750 for our VCAL program. Camps & Excursions revenue/expenditure for the year totalled \$320,000 which included two Year level camps and two overseas tours. Professional Development expenditure totalled \$21,000 and costs for replacement staff \$100,000. The deficit position was a result of contributing local revenue (music program) and Equity funding to the SRP salary costs including for Operation Newstart salaries.

For more detailed information regarding our school please visit our website at
<https://www.mfgsc.vic.edu.au/>

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 571 students were enrolled at this school in 2018, 571 female and 0 male.

9 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.7	72.4	64.8	78.4

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)	57.9	51.5	41.4	61.2

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	89.3	79.1	64.9	89.9	Higher
Mathematics	66.8	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	67.0	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	55.7	50.8	37.5	66.7	
Year 9	Reading (latest year)	45.3	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	39.0	44.4	30.4	59.9	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 7	Reading (4 year average)	55.5	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	49.4	51.4	38.1	66.0	
Year 9	Reading (4 year average)	49.9	41.9	30.8	54.9	Higher
Year 9	Numeracy (4 year average)	38.9	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	21.0	55.6	23.5
Year 5 to 7	Numeracy	26.9	46.2	26.9
Year 5 to 7	Writing	20.3	48.1	31.6
Year 5 to 7	Spelling	21.3	55.0	23.8
Year 5 to 7	Grammar and Punctuation	22.5	58.8	18.8
Year 7 to 9	Reading	16.9	61.0	22.1
Year 7 to 9	Numeracy	30.9	55.9	13.2
Year 7 to 9	Writing	30.3	50.0	19.7
Year 7 to 9	Spelling	28.9	44.7	26.3
Year 7 to 9	Grammar and Punctuation	35.5	43.4	21.1

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)	28.4	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	27.7	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **99 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **22 percent**.

VET units of competence satisfactorily completed in 2018: **91 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **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 absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.4	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	18.2	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	89	91	89	93	94

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)	69.2	75.0	66.7	81.7	Similar
Retention (4 year average)	65.3	75.0	66.2	80.4	Lower

Students exiting to further studies or 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)	80.1	91.7	83.1	99.3	Lower
Student Exits (4 year average)	84.4	91.6	83.5	97.7	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)	54.5	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	52.6	52.9	44.5	61.9	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)	59.8	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	57.4	56.0	47.5	66.4	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,994,313
Government Provided DET Grants	\$830,356
Government Grants Commonwealth	\$156
Government Grants State	\$21,950
Revenue Other	\$204,930
Locally Raised Funds	\$598,193
Total Operating Revenue	\$7,649,897

Equity ¹	Actual
Equity (Social Disadvantage)	\$210,628
Equity (Catch Up)	\$0
Transition Funding	\$33,998
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$244,626

Expenditure	Actual
Student Resource Package ²	\$6,295,293
Adjustments	\$0
Books & Publications	\$5,104
Communication Costs	\$14,371
Consumables	\$144,437
Miscellaneous Expense ³	\$634,372
Professional Development	\$40,598
Property and Equipment Services	\$271,516
Salaries & Allowances ⁴	\$220,371
Trading & Fundraising	\$13,552
Travel & Subsistence	\$108,156
Utilities	\$75,417
Total Operating Expenditure	\$7,823,185
Net Operating Surplus/-Deficit	(\$173,287)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$637,545
Official Account	\$19,696
Other Accounts	\$552,119
Total Funds Available	\$1,209,360

Financial Commitments	Actual
Operating Reserve	\$253,192
Other Recurrent Expenditure	\$6,766
Provision Accounts	\$0
Funds Received in Advance	\$230,725
School Based Programs	\$30,887
Beneficiary/Memorial Accounts	\$165,306
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,492
Repayable to the Department	\$320,000
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$117,300
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,214,668

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').