

2018 Annual Report to The School Community



School Name: Yarraville Special Developmental School (5278)



- 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 02 April 2019 at 01:56 PM by Ashwini Sharma
(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 24 May 2019 at 01:55 PM by Kim Mace (School
Council President)

About Our School

School context

Yarraville SDS is a small Special Developmental School catering for the educational needs of students aged between 5 -18 with moderate to severe intellectual disability. Many have additional disabilities and a high percentage of students have a diagnosis of Autism Spectrum Disorder.

In 2018, school's enrolment was 59 : 23 students in the Primary Learning Area and 37 students in the Secondary Learning Area. The school is located in the South Western Victorian Region and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students who are non-English speakers is 0.28 and the school has a Student Family Occupation (SFO) density of 0.7005 and Student Family Occupation and Education (SFOE) density of 0.572.

This school has a staff of 26.4 EFT comprising 2.0 Principal class, 13.6 Teachers and 10.9 teacher assistants, 2.0 allied health staff.

All teaching staff (Teachers and Education Support)and the Allied Health team support improvements in the following three areas:

Achievement, Engagement and Wellbeing.

The purpose of the school is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning.

Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.

Our Values are :

- Be Safe
- Be Respectful
- Be Responsible

Our School vision is Excellence in Learning.

The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the area of literacy, numeracy and communication whilst building personal and interpersonal capabilities. By building a positive climate for learning and high expectations for the whole school community, we are enabling students to succeed as learners. We take collective responsibility for improving student outcomes and work in collaboration with families, experts and community members to provide every student with every opportunity to learn every day. The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The school's Positive Behaviours in School (PBIS) framework is creating a positive climate for a safe and stimulating learning environment.

The school's Framework for Improving Student outcomes is in alignment with the DET FISO model. The school Improvement team and the Professional Learning teams are the key vehicles of change in instructional practice. We place relentless focus on teaching and learning and build practice excellence through ongoing professional learning and collaboration. Time is factored into both our weekly timetable and school meeting schedule to allow for this. We use ABLES (Abilities Based Learning Educational Support) tool to assess student current skill levels and aligned them to Level A-10 of the Victorian Curriculum. 2018 saw the fourth year of our implementation phase of our 2015-2018 strategic plan. In this time we continued revision and increased provision of programs for students in the secondary years to increase opportunities and pathways for post school options. The restructure of our leadership structure is allowing for increased support to teaching staff in the area of coaching and instructional practice.

We acknowledge that the highly complex nature of the social, emotional, physical and learning needs of some of our students has challenged the school resources and may have had an impact of student and staff wellbeing. Sustainability of learning and teaching pedagogies of the school to improve social and learning outcomes remain our priority.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

To improve the ability of students to communicate effectively

- Over 70 % of students will show learning growth in English in ABLES assessment

Progress and highlights:

60% of students have shown improvement in English in ABLES assessment.

Of the 60%, 15.78% made significant progress which equates to two years growth.

Empowering students and building school pride

1. To further develop the social behaviours of students

- TFI walkthrough tool indicates that 90% of staff can list 70% of expected behaviours Maintain 90% or above score in Respect for Diversity and Promoting positive behaviour areas in the Parent Opinion Survey
- ABLES data on personal and social capabilities will show learning growth in social capabilities for 25 % of our students

Progress and highlights:

TFI survey (Walk through tool) indicates that 100% of staff can list the school values and have taught expected behaviours and 71% have handed out raffle tickets in a term.

TFI Fidelity Score increased from 8 to 19 due to the SWPBS team planning and implementing PBS strategies across the school.

Parent Opinion survey shows 100% in Respect for Diversity and Promoting positive behaviour areas.

50.98% of students have shown growth in Social Capabilities in ABLES assessment, which is double the goal set for the year.

2. To continue to improve student independence

- Increase in the number of elective programs offered to students in the Senior Years Improved
- Parent Opinion Survey on school connectedness and positive transition from 85% to 87%

Progress and highlights:

The Parent Opinion survey shows an increase from 85% in 2017 to 93% in 2018, with individual scoring of 92% on school connectedness and 95% on positive transition.

Secondary school electives have increased in 2018 to include Projects with Purpose, SPICE (Social, Physical, Intellectual, Communication and Emotional) learning program and extra food items available to staff and students through the week.

In the interest of ensuring that all Secondary learning Area students have their needs and interests addressed at school the Electives and SPICE programs run throughout the year. The Photography Elective group once again produced a short film to enter to the Focus on Ability Film Festival. The film, 'Samuel Baker, Student, Firefighter, and Friend' won the Nova Employees' Choice Award with \$1000 in prize money! The money will be put towards purchasing more equipment for the Photography Elective group to use. Students thoroughly enjoyed participating in other Electives such as Mindfulness, Swimming, Geocaching and Sensory Regulation.

Achievement

Highlights/ future direction and strategies

60 % of students showed learning growth in English on the overall ABLES assessment. Others had made progress in specific areas of English. We were not able to highlight progress for 12% of the students and

analysis of indicated that a number of students assessed in 2017 were much higher on the continuum than their actual level of performance due to teacher judgements being subjective or due to poor attendance. As teachers build their knowledge of the curriculum and assessment through PLTs, implement moderation processes, use evidence based practices, make informed judgement and move from emerging to evolving in these practices, we will achieve higher reliability and validity of data. We will also continue to work with these families to support attendance through providing students with incentives (e.g. preferred activity/elective) and/or support to families such as referrals to services.

The school invested in building teacher curriculum knowledge in English and building teachers' instructional capacity. Through two professional development days with Helen Tainsh (external consultant) staff learnt about the balanced literacy program and was able to apply the strategies and knowledge to support teaching and learning. This is reflected in the teacher Judgement Tool on Victorian Curriculum for the whole school data from Term 4 2017 to Term 4 2018. In Writing, the data shows a decrease in % of students working at Level B, C and D and an increase in % of students working at Foundation, see below.

Writing:

Year	Level A	Level B	Level C	Level D	Foundation	Level 1
2017	5.6%	25%	27.8%	33.3%	5.6%	2.8%
2018	8.5%	23.4%	23.4%	27.7%	14.9%	2.1%

Similarly positive achievements are noted in Reading and Viewing and Speaking and Listening with levels increasing from A-F in 2017 to A-Level 1 in 2018 (4.2% at Level 1 Reading and Viewing and 4.3% Level 1 Speaking and Listening). Establishment of daily allocated literacy block comprising of consistent practices and strategies is allowing students to make such good progress in English.

The school has now moved towards teachers making informed judgement through increased knowledge of curriculum and of their students and therefore making more accurate judgements. Staff opinion survey data indicates that 80% of teachers were positive that they were now moderating data.

In 2018, the school's Non Negotiables and Instructional Model were developed. This was a collaborative process through workshops with staff and work in PLT teams. Through the focus of 6 HITS that were part of our non-negotiables and focus during PLTs, staff began to develop a deeper understanding of HITS. This is evidenced in their HITS self-assessment from Term 4 2017 to Term 4 2018. Additionally, the modeling and integration of Augmentative and Alternative Communication (AAC), sensory inputs and implementation of language experience and Balanced Literacy allows for all students to communicate within a context and for a purpose.

Growth is also evident through the English and Maths progression points:

English

Level	A	B	C	D	0.5	F	F.5	1
2017	8%	25%	30%	21%	-	2%	11%	1%
2018	9.7%	25.7%	20.8%	26.4%	2.1%	11.5%	1.4%	2.8%

In 2017, 63% of students were in Level A-C and this decreased to 56.2% in 2018 which shows their progress. Similarly, there was an increase of 9.2% of students in Level D-1 in 2018 (35% in 2017 and 44.2% in 2018). This is the direct result of the focus on improving students' ability to communicate effectively and this work will continue to progress in 2019.

Maths

Level	A	B	C	D	0.5	F	F.5	1	1.5
2017	26%	26%	22%	15%	-	-	-	3%	
2018	26%	17.7%	24%	19.8%	1%	9.4%	-	1%	1%

There has also been a considerable positive shift in outcomes in maths for the year. 74% of students were in level A-C and this decreased in 2018 to 67.7%. Additionally, there was an increase in 2018 from Level D-Level 1.5 from 18% in 2017 to 23.2% in 2018. This can be attributed to a relentless focus on HITS, our school non-negotiables and the functionality of numeracy through our applied learning programs. It is clear that staff will require support to move students from Level A to the next level and beyond. Therefore, our AIP is focusing on developing and building teacher capacity to teach numeracy so that we continue to see growth. Through analysis of data in our PLTs, teachers have set the inquiry challenge, 'To move students at Level A to a higher level.'

We expect to continue to improve in 2019 with the introduction of Peer Coaching to build practice excellence and improve student learning outcomes and will be participating in the region's Developing High Impact PLC, as we

believe this will support our PLT leaders to further develop collaborative teams, use of assessment data and implement the Inquiry Cycle effectively.

Engagement

Highlights/ future direction and strategies

100% of staff believe student engagement is key to learning. With this in mind, the secondary learning area expanded their suite of programs to meet this end.

Students with complex needs were chosen to participate in the SPICE Learning program. The acronym stands for Social, Physical, and Intellectual, Communication and Emotional learning and students participated in a number of activities to develop their skills and understanding in these areas. 100% of staff in the Secondary LA believe that the SPICE program is meeting individual needs and supporting student independence.

Students socialised with one and other during Travel Education, Inflatable World visits and during the overnight camp. Sessions in the REC Room with PE teacher were designed to work on each student's physical needs and to assist them to develop and improve their co-ordination, balance, dexterity and fitness levels on a weekly basis. Many also attended swimming lessons throughout the year. The Four Blocks Balanced Literacy program strategies ensured that students engaged in intellectual activities in literacy according to their abilities. The consultant Speech Therapist visited the school she worked 1:1 with our SPICE students and provided practical ways to improve their communication skills that both the classroom staff and Allied Health team worked on implementing as well as having the communication app, Proloquo2go modelled to them by staff consistently. In order to care for these students' emotional wellbeing they participated in Mindfulness sessions especially designed for their needs by staff who had undertaken professional learning in this area.

The Café, Canteen and Projects with Purpose programs continued to grow and sustain themselves this year.

The Café opened 3 days a week and served over 3000 coffees, hot chocolates and chai lattes were made and delivered by the Cafe students to school staff, parents and visitors to the school. Students who, at first, struggled to keep up with the pace of the Café as well as with the various skills needed when working there showed amazing perseverance and grew from strength to strength before our eyes and are now confident, efficient and successful when working in the Café. The introduction of food twice per week meant that students took orders and prepared food in the form of fruit salad, toasted sandwiches and muffins and delivered them to their customers.

The weekly Canteen program continued to run successfully and students enjoyed preparing the food just as much as they enjoyed receiving a healthy lunch order every Friday.

The Projects with Purpose program maintained and expanded their range of products supplying over 150 bars of soap to LoveLuvo in Seddon. Beautiful, handmade Mother's and Father's Day gifts were produced to order and students created stunning works of art with support from staff. Students also cooked and prepared items of food for parents' morning teas and other school functions throughout the year. Students have also produced cards and floral arrangements on a regular basis which they thoroughly enjoy making.

Two groups of students undertook Travel Education on alternating weeks. One group practiced making use of public transport and the skills such as touching on and off with their Myki cards which are essential. This group travelled to the city on many occasions, sometimes visiting places of interest such as the Shrine of Remembrance or to buy morning tea or lunch from a café or food outlet. This gave them the opportunity to practice communicating with unfamiliar people, waiting their turn, using money to pay and displaying appropriate behaviour in public spaces. The other group took bus trips in the school bus and visited places in the community where they could have their sensory needs met as well as enjoy morning tea together in a group. They practiced safe travel as well developed their understanding of how to access places in the community that they enjoy visiting.

Parents have indicated a high level of connectedness to our school, 93%. We believe this is largely based on the communication with parents about the varied and engaging programs that are having a positive effect on students. The parent opinion survey also indicated:

Parent participation and involvement is 93%

School communication is 93%.

Student motivation and support 95%

The school continues to increase the engagement and involvement of our parent community, through celebrations, excursions, Proloquo2Go workshops, SSGs and especially in the secondary learning area.

Parents of students in the Secondary Learning Area were invited to two important information sessions this year, the Career's Expo evening and the Family Planning Victoria information night. The Careers Expo evening gave parents and students the opportunity to find out more about their career options when they finish school. This evening was well attended by parents and students and 4 post school option service providers attended and presented to the group.

The Family Planning Victoria (FPV) information night was hosted by the school providing parents with important information to consider regarding their children's sexual health, rights, education and safety. FPV understand the complexity of this especially with regards to students with disabilities and they provide the school with support, advice and have run a number of sessions with students who are experiencing puberty. Students have worked on understanding the changes in their bodies and feelings, public and private behaviours as well as respecting other's personal space. Students' understanding of all of these topics are very important to ensure that they are able to participate appropriately in many different situations both at school and at home, outside of school and home as well as when they have finished school.

There has been a decrease in % of students absent for 30 plus days from 25% in 2017 to 22% in 2018, but overall absenteeism has increased from 2017 26.8 absences and 27.6 in 2018. However, the major shift is there is a 10% decrease of more than 10 days absent, which infers students are taking single or a few days at a time but not exceeding 10. This supports their learning and retention of new skills and knowledge. We are working closely with families to address reasons for non-attendance. For one student it is a health issue so staff began to make house visits fortnightly in the second semester to take her work to do at home which focused on her ILP goals. We will continue to arrange care team meetings or SSGs so that everyone is clear on the issues surrounding non-attendance, with a view to explore ways to support families and will refer them to services relevant to their situation and accommodate their child's needs so that they are included in all opportunities at school.

Wellbeing

Highlights/ future direction and strategies

Improving students' social capabilities was a focus for the secondary learning area PLT. Through data they targeted the students who made the least progress in previous years and tailored programs, for example, Respectful Relationships weekly sessions and timetables to meet their needs, together with explicit teaching of these skills. Thus contributing to the whole school result of 50.98% of students showing improvement.

There are a number of other factors contributing to this result, which includes:

- *The successful restructure of the Secondary Learning Area programs with introduction of projects with purpose and increase in student choices and consideration of their interests in designing their learning programs

- *An engaging curriculum (language experience, student choices, explicit teaching of "Being Safe" in term 1 and increased use of visuals for communication)

- *Explicit teaching of zones of regulation in two classes

- *One to one program with the Allied Health assistant (program ranged from zones of regulation, turn taking games using Proloquo2go or other AAC tools and Intensive Interaction)

This is further supported by positive outcomes in the teacher judgment tool in the Social Awareness strand.

- * Human and Respectful Relations program

Increased Allied Health staff (additional part time OT and Speech Therapist) also support the engagement of students through speech strategies and O.T interventions. Speech therapists lead the implementation of Proloquo2go in classrooms and ran PD sessions together with external facilitators supporting staff knowledge and skill acquisition. Also the purchase of carry straps for the iPads meant that AAC was accessible for all students at all times. This contributed to promoting a positive climate as students were able to use their voice. Additionally, the introduction of individual communication profiles allows anyone working with a student, access information of how to best communicate with them. The profiles were completed by staff and will be moderated by speech therapists next year.

The new SWPBS signage on the front door to the school, SWPBS display board in the corridor, monthly SWPBS

bulletin, implementation of class and school reward systems and newsletters featuring fortnightly PBS award recipients certainly raised the SWPBS profile within the school. This enabled 51% of students surveyed to remember 1 or all of the school values and it supported the TFI walkthrough tool's positive results amongst staff. 100% of staff could list the school values and taught expected behaviours and 71% handed out raffle tickets in a term.

Data was collected across the school pre and post explicitly teaching the expected behaviours in the classroom. We learnt that staff remembered to document and therefore collected more data after post teaching the expected behaviours which showed a regression in data. During staff meetings, staff indicated that overall, their classrooms were calmer as students were demonstrating the expected behaviours. All of these actions supported our TFI Fidelity Score to increase from 8 to 19.

The SWPBS team worked with staff to clearly identify major and significant behaviours and then developed a flowchart and procedures for the management of this. Towards the end of the year, Compass was being used to lodge incidences. 2019 will focus on sorting and analysing data so that universal interventions are used for frequent tier 1-2 behaviours. 93 % of staff agreed or strongly agreed that they used tier 1 strategies daily and that the tier 1 strategies were effective. The staff focus group on social skills identified that the achievement in this area is through clearly establishing tier strategies, implementing tier 1 strategies and defining/teaching expected behaviours. An action plan will be developed next year based on data collected from administering the PBS Self-Assessment Survey (SAS) early next year.

Through discussions and/or actions, staff are demonstrating that they are focussing on changing the environment to support student behaviour, e.g. installation of a climbing wall in a classroom, changing composition of students in the big and small playgrounds, keeping doors open during morning tea and lunch time so that students can go outside when they are ready. This demonstrates the Parent Opinion survey of 100% in Respect for Diversity and Promoting positive behaviour areas.

Through the funding of a grant we were fortunate enough to set up a music immersion program for students with complex needs. This is run by an external person who supports students to explore and respond to music through playing percussion instruments, such as drums, shakers and rhythm sticks. While others have expressed their enjoyment through dancing and movement. A few students combine playing the instruments and movement. The facilitator has designed the program so that every student can participate by playing, improvising and appreciating music. Feedback from staff and facilitator indicated that it was successful and will continue for a term next year.

Financial performance and position

The school finished with a small surplus of \$97,632. This included donation of \$10,000 towards programs in 2019. The surplus would ensure efficient running of school in 2019 if one or two students leave during the year. The school transferred significant amount from credit to cash for the planned maintenance work which will continue in 2019. We will continue to use the funds to upgrade existing facilities. As the school is a heritage listed building, it is important to keep up with the maintenance plan. The school will also use the surplus to redesign learning environments to meet the needs of our secondary age students as they prepare for post school options. In 2018, we also spent considerable amount of finance to make our school environment safe for student and to replace electrical systems. The transfer was also used to pay for casual relief staff who were covering 2 staff members on work cover.

In 2018, the trend of decreasing enrolment continued, having significant effect on funding staffing and other existing arrangements.

1. In the month of May, the school received credit to cash transfer from previous year of \$60,323.00
2. In the month of August, the school received credit to cash transfer from previous year of \$100,000.00.
3. In the month of August, the school received credit to cash transfer of \$400,000.00

Additional funding the school received beyond the SRP during 2018:

Advance Grant \$9,725.00

Other donations received totalled \$22,950.00
The school also made \$489.75 through fundraising.

The equity funding was used to support improved communication outcomes for students through coaching and staffing.
We believe that the resources of the school have appropriately supported our students to achieve the learning and wellbeing outcomes in 2018.

\$218,000.00 of our fund were provided on the change from Day Training Centre to Special Developmental School on the understanding that only the interest be used unless further funds was needed for staff wages due to sudden decline in enrolment.

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 Performance Summary' 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 specialist school type.*

Enrolment Profile

A total of 60 students were enrolled at this school in 2018, 13 female and 47 male.

47 percent of students had English as an additional language and 0 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: 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)	94.9	89.3	81.5	95.1

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)	64.9	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	9.7	26.0	
B	25.7	17.7	
C	20.8	24.0	
D	26.4	19.8	
0.5	2.1	1.0	
F	11.1	9.4	
F.5	1.4		
1	2.8	1.0	
1.5		1.0	
2			
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning.

Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2015	2016	2017	2018	4 year average
Average number of absence days	25.9	29.3	26.8	27.6	27.4

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	100.0	np	np	100.0	100.0

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,235,971
Government Provided DET Grants	\$735,352
Government Grants Commonwealth	\$0
Government Grants State	\$9,725
Revenue Other	\$45,878
Locally Raised Funds	\$42,813
Total Operating Revenue	\$3,069,739

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,091
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,091

Expenditure	Actual
Student Resource Package ²	\$2,134,195
Adjustments	\$0
Books & Publications	\$160
Communication Costs	\$4,287
Consumables	\$50,034
Miscellaneous Expense ³	\$175,195
Professional Development	\$17,667
Property and Equipment Services	\$177,501
Salaries & Allowances ⁴	\$71,195
Trading & Fundraising	\$1,862
Travel & Subsistence	\$7,089
Utilities	\$19,281
Total Operating Expenditure	\$2,658,465
Net Operating Surplus/-Deficit	\$411,274
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$367,718
Official Account	\$52,377
Other Accounts	\$268,229
Total Funds Available	\$688,324

Financial Commitments	Actual
Operating Reserve	\$68,979
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$255,976
School Based Programs	\$21,659
Beneficiary/Memorial Accounts	\$218,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$28,710
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$90,000
Total Financial Commitments	\$688,324

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 two key areas:

Achievement

Student achievements in

- English and Mathematics

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)

WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

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.

TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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').