

2019 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 2019 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 25 March 2020 at 02:19 PM by Davina DMenzie (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2020 at 02:35 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 2019, school's enrolment was 59, 24 students in the Primary Learning Area and 35 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. This school has a staff of 26.4 EFT comprising 2.0 Principal class, 12.6 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 School Wide Positive Behaviours Support (SWPBS) program is creating a positive climate for a safe and stimulating learning environment.

The school's Framework for Improving Student Outcomes (FISO) 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. 2019 saw the first year of our implementation phase of our 2019-2022 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)

Yarraville SDS focused on the following FISO initiatives in 2019:

Building Practice Excellence

1. To improve student learning outcomes in Literacy and Numeracy

Over 70% of students will show learning growth in the Number strand in mathematics

Progress and highlights:

71.5 % of students showed learning growth in numeracy this year through the Judgement Tool.

Of the 71.5%, 21.15% of these students made significant growth, which is equivalent to 2 years growth.

Community Engagement in Learning

2. To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)

- School Percent endorsement against special school will increase to at least 46 (from 43) for teacher communication
- Over 30% of the families are using See saw to access evidence of their child's learning on a regular basis
- improve Building practice excellence in the areas of "connecting student assessment with learning " and "implement consistent and sustained HITS" from emerging to evolving
- Over 60 % of students will show learning growth in English

Progress and highlights:

School Percent endorsement against special school has increased from the 46th percentile to 88th percentile in for teacher communication with 98% of families endorsing it positively on the Parent opinion Survey.

We have had over 88% of our families now accessing See Saw and for many, See Saw is the main means of communication between home and school. Families are using See Saw direct messaging instead of diaries for daily communication with school. Over 85% of families use See Saw to see and comment on their child's progress at school. The school has moved to evolving from emerging in the self-evaluation summary under Building practice excellence in the areas of "connecting student assessment with learning" and "implement consistent and sustained HITS".

60 % of students showed learning growth in English on the overall ABLES assessment. The professional development around Gradual Release of Responsibility (GRR) and Zone of Proximal Development (ZPD) this year is supporting teachers to differentiate the learning for all students. Peer coaching and post observation conversations with peers and leaders is supporting teachers to tailor their practices accordingly. The HITS matrix is a guide to identify focus for whole school and PLTS whilst informing Individual Performance and Development Plans (PDP) of teaching staff at YSDS.

The use of See saw has also served the purpose of PLT journals, student assessment and evidence of learning.

Achievement

Highlights/ future direction and strategies

The school achieved all of its AIP targets and the highest level in The Five School Performance Groups- 'Influence'.

The influence group means that the performance is high or very high. We have improved each year from Renew - Performance is static in 2017, to Stretch- Performance improving in 2018 and influence in 2019.

An AIP focus area was mathematics and the goal was, Over 70% of students will show learning growth in the Number strand in mathematics. 71.5 % of students showed learning growth in numeracy this year through the Judgement Tool. 21.15% of these students made significant growth, which is equivalent to 2 years growth. 7.7% of students remained the same and 21.15% of students regressed. 17.3% of the students who regressed were all from the same class. The classroom teacher requires support to better understand the curriculum as his judgement was at a higher level. One student was represented as the 7.7% of students who remained the same. This student had difficulty in engaging with school and periods of absenteeism. Supports were in put in place with an external agency for a re-engagement program.

Judgement Tool	Growth	Same	Regressed
Number & Algebra	71.6%	7.7%	21.1%

The two year growth could be attributed to the school investing in building teacher curriculum knowledge in Numeracy and building teachers' instructional capacity. Through two professional development days with Andrea Hillbrick

(external consultant) staff learnt about the developmental stages in numeracy and were able to apply the strategies and knowledge to support teaching and learning in Numeracy. This is evidenced from learning walks, walk through, peer coaching, PD, student reports and See Saw. It is also reflected in the teacher Victorian Curriculum Judgement Tool, for the whole school data from Term 4 2018 to Term 4 2019. In Number and Algebra, the data shows that in 2018, 74.3% of students were in Level A-C and this decreased to 67.2% in 2019 which demonstrates progress. Additionally, there was an increase of 12.8% of students working at Foundation and Level 1 from 2018 to 2019.

Victorian Curriculum Judgement Tool Data: Number and Algebra

Level	2018 S2	2019 S2
A	25.5%	20.4%
B	14.8%	25.5%
C	34.0%	21.3%
D	14.8%	12.8%
F	8.5%	17.0%
1	2.1%	6.4%

Students have also made good progress in English, with The Victorian Curriculum Judgment tool showing the following improvements:

Judgement Tool	Growth	Same	Regressed	
Reading		76.9%	1.9%	21.1%
Writing	76.9%	7.6%	17.3%	
Speaking & Listening	61.7%	23.4%		14.9%

Staff have established good practices through previous years' foci, Reading in 2017, and Writing in 2018 and are further supported through PLTs. This year a key improvement strategy (KIS) was to Embed the use of the communication program across the school. ES staff attended 3 PDs facilitated by the Speech Therapist and/or Assistant principal. The feedback from attendees indicated that 100% of staff gained confidence and 80% gained knowledge and strategies to support student communication. The Speech Therapist also commented that she has been approached on a number of occasions by ES staff for support to use AAC. Additionally, Techie Brekkies were organised fortnightly in term 2 to provide staff (teachers and ESs) further opportunities to learn and practice Proloquo2Go. ES staff commented that this further embedded their learning.

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 2018 to Term 4 2019. 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.

A breakdown of the cohort data shows that the PLA achieved 76.2% growth in speaking and listening, whilst the SLA showed 64.5%. The disparity is largely due to a classroom teacher's judgements (7 of the 9 students regressed) and the timetabling clashes between the SLA programs and AH timetable, hence the modelling in classrooms was not as effective. The classroom teacher will receive support in assessments and moderation and timetables will be addressed and aligned for next year.

ES staff attended 3 PDs facilitated by the Speech Therapist and/or Assistant principal. The feedback from attendees indicated that 100% of staff gained confidence and 80% gained knowledge and strategies to support student communication. The Speech Therapist also commented that she has been approached on a number of occasions by ES staff for support to use AAC. Additionally, Techie Brekkies were organised fortnightly in term 2 to provide staff (teachers and ESs) further opportunities to learn and practice Proloquo2Go. ES staff commented that this further embedded their learning.

In 2020, teachers will continue to embed AAC and include Proloquo2Go in their planners across subject areas. Also continue to provide learning opportunities for staff to maintain confidence with using Proloquo2Go and therefore develop further skills.

The Peer Coaching model was established to promote a culture of working collaboratively to continuously improve

teaching and learning. Teachers were given the '8 Key Coaching Skills Checklist' to complete a self-evaluation in term 1 and term 4. The data shows that there has been improvement in 7 skill areas over the year and the skill of empathising remained the same. Developing trust was the skill that teachers scored themselves highly in both times. Teachers felt that they can improve more in 'being succinct.' This will be a focus for future Peer Coaching at YSDS. Peer Coaching Self Evaluation - The 5 - point Likert scale used, measured how well teachers felt they demonstrated the skill with 1 representing 'I do this poorly' and 5 representing 'I do this well'.

How well this skill is demonstrated	1st Term	4th Term
Developing Trust	4	5
Being Present	3	4
Listen Actively	3	4
Clarifying	3	4
Empathising	4	4
Being Succinct	2	3
Asking the Best Questions	3	4
Giving Feedback	3	4

Data from the Numeracy survey shows that 14% of staff stated that 'Feedback from Peer Coaching has helped improve my Instructional practice' was 'somewhat true' and the remaining 86% stated 'true.'

Engagement

The introduction of Seesaw and Compass have strengthened parent engagement in their child's learning. A significant aspect of assisting our families with an increased understanding of their child's school experience is through Seesaw. This app has enabled teachers to provide families with immediate observations of their children's work and progress. We immediately received positive feedback and praise for introducing it to our school community. In a parent survey, focusing on the use of ICT with families, none of the parents had a negative endorsement to any of the statements. 100% of parents 'strongly agreed' that 'The implementation of Seesaw app at YSDS has been effective.' All families agreed that "See saw is a great platform for me to keep up to date with my child's learning at school and that it gives me a snapshot of my child's learning in specialist and other special programs/projects." School Percent endorsement against special school has increased from the 46th percentile to 88th percentile for teacher communication with 98% of families endorsing it positively on the Parent opinion Survey.

Teachers were beginning to use See Saw for Assessment and monitoring student progress towards goals. In 2020, we will upskill leaders to effectively use the app for assessment purposes through visits to other schools and PLC observation across Network. Teachers will need time to visit other schools, have conversations and support peers at the school in this work.

The use of Compass has also been a successful initiative, with 70% of families using the app to access reports, book SSG meeting times and access our school newsletter.

100% of staff believe student engagement is key to learning. With this in mind, the secondary learning area area has set out to do just that. Over the past 3 years, there was a focus on increasing student learning and engagement through hands on and applied learning tasks which has been very successful. 2019 saw the introduction of horticulture programs in the learning area. A group of 14 students attended non-accredited horticultural training sessions at CERES Environment Park on a weekly basis for the first semester. A school garden was established using funding raised by the local Officeworks stores and all students in the learning area worked on maintaining and further establishing the garden in the second semester. Not only did the introduction of these programs increase students' opportunities to practice literacy and numeracy skills in a practical and hands on way, but students worked co-operatively with one another developing their social and interpersonal skills.

The Projects with Purpose program is designed by staff to make use of the strengths and skills that students possess as well as incorporate their interests into activities. Local store Love Luvo continued to make regular orders for soaps (made and packaged by our students) and an order from another local business for Christmas soaps for each of their clients, saw students engaging in the task of making soap for a very purposeful reason. After student made greeting cards were displayed at a local fundraising evening at the Yarraville Club, the learning area received an order for 100 cards from a local vet. Students worked hard to fill the order and displayed great pride in the work they completed. The Canteen and Café programs, now well established, provided students with regular opportunities to practice a

variety of skills. Staff worked on introducing students new to these programs to the routines and procedures while others who already had some experience worked on building their ability to undertake tasks independently during these sessions. The school has had feedback from a local adult day centre which many of our graduated students attend regarding how impressed they have been by our past students hospitality and cooking skills!

In term 3, the school held a Careers Info Evening for parents and students in the Secondary Learning Area. This gave them the opportunity to connect with services which provide support to people over 18 with disabilities. It can be a confronting time for parents and students when embarking upon the transition when leaving school and this evening is just one of the ways in which the school supports families during this time. 1 of our 4 students who graduated in 2019 was ineligible for funding for programs after school through the NDIS as he is not an Australian resident, the school therefore arranged funding through DHHS to ensure that he is able to access services on a daily basis since leaving school. Parents visited the local day centers with the learning area leader to investigate options before making a decision on pathways after school. Students were accompanied by YSDS staff on transition days to trial programs of their choice, before final decisions were made to ensure it was a good fit. This process ensured a smooth transition for our students and their families.

After winning numerous awards in the Focus on Abilities Film Festival competition the Photography Elective group established 'YSDS Television' which produced 1 to 2 episodes a term. These episodes were filmed, hosted and starred our students and reflected the events and learning foci around the school. Students across the school thoroughly enjoyed watching the episodes and were often thrilled to see themselves on TV.

Wellbeing

Highlights/ future direction and strategies

The culture and positive approach has continued to improve at school with a strong PBS and Allied Health (AH) team who work together to support this school wide approach to behaviours and regulation. As a school, we set out to decrease the number of incidents occurring on the playground and we have achieved it for students who are on Tier 1 & 2. The table below shows a decrease of 64% of incidents occurring outside for students on tier 1 and 2 of the pyramid.

	Incidents (Tier 1-2)	Incidents (Tier 3)
Term 1	14	1
Term 2	3	8 Plus one student daily 50 +
Term 3	5	9 Plus one student daily 50 +

Incidents for students on tier 3 increased significantly. This is possibly due to staff consistently logging the data on Compass. Strategies implemented to support Tier 3 behaviours included involving the care team members and sharing strategies across the school to maintain consistency. Additionally, 2-trained staff in MAPA, held a refresher hands on PD to remind staff of de-escalation strategies and safe work practices. In 2020, we will commence the PTR (Prevent Teach Reinforce) model for students on Tier 3.

The AP worked closely with AH staff to implement the AH Plan, which included completing, developing and implementing Sensory Profiles and Sensory Action Plans. The OT then modelled and supported staff to implement these strategies in the classroom. The aim is to embed these strategies in 2020.

Moderation of communication profiles means that we can use the profiles to measure student progress in communication. This occurred between our Speech Therapist and teacher at the end of the year. ES staff attended 4 Proloquo2Go PDs. Feedback from ES staff has been positive and they set goals for themselves to learn particular folders to introduce to students, based on student needs/goals. We will organise a more Proloquo2Go PDs for ESs to consolidate and extend their learning in 2020.

The AH support timetable was regularly updated, based on the release of responsibility model and progress made. This ensured that classroom staff were continuing the programs/interventions introduced by AH staff. AH staff were encouraged to provide regular updates on strategies and programs so that classroom staff are informed of the

progress made. We will continue to work with AH staff to predominantly use See Saw to share this information and enter notes on Compass chronicles.

There has been a strong focus on ensuring compliance with the Child Safe Standards. This has involved training staff and school council members, reviewing our induction processes and updating policies as required. A variety of strategies have been used to ensure clear communication to all stakeholders including the use of daily bulletins, information in newsletters, consulting with School Council and the updating of our website. We will continue to review our practices and comply with all DET and DHHS Child Safe requirements.

There has also been an amazing improvement in outcomes in Personal and Social Capabilities for the year:

Judgement Tool	Growth	Same	Regressed
Social Capabilities	80.7%	11.5%	7.6%
Personal Capabilities	90.4%	1.9%	7.6%

This can be largely attributed to the work conducted in the Specialist PLT. Their focus has been on working collaboratively, peer modelling and receiving and providing explicit feedback. The PLT members also participated in peer coaching sessions. One of these sessions were arranged through the School Improvement Network (SIN) where staff were able to visit other schools to observe effective teaching and learning practices.

The students who stayed the same were mostly students who were often absent. 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 students who regressed were all from the same classroom. Support will be provided to the staff member through coaching sessions, PLT discussions and pre-moderation preparation to

We have had a very successful year in student progress this year and look forward to more positive outcomes in 2020 by focusing on eliciting student voice and agency in school programs.

Financial performance and position

The financial performance of the school was solid with the school managing to generate an impressive, \$497,189 surplus. This surplus was due to new students commencing school and sourcing grants to pay for wellbeing, teaching and learning program which totaled \$89,945

Additional funding the school received beyond the SRP during 2019 is CESF \$7,875

The surplus would ensure efficient running of school in 2020 if two or more students leave during the year. The school transferred significant amount from credit to cash for the planned maintenance work, which began in 2018. 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. In 2019, we also spent considerable amount of finance to make our school environment safe and accessible for students, such as fitting a door and stairs to the back playground and purchasing equipment and furnishings. The school will continue to use the surplus to redesign learning environments to meet the needs of our secondary age students as they prepare for post school options.

The equity funding \$41,912 was used to employ a Teaching and Learning Coach 2 days a week, establish the Peer Observations Initiative and an educational consultant to launch our numeracy initiative. We believe that the resources of the school have appropriately supported our students to achieve the learning and wellbeing outcomes in 2019.

\$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.

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

Performance Summary

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

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

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

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

School Profile

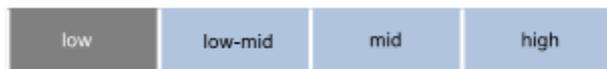
Enrolment Profile

A total of 59 students were enrolled at this school in 2019, 14 female and 45 male.

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

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <p>Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>13%</td></tr> <tr><td>B</td><td>22%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>21%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F-F.5</td><td>17%</td></tr> <tr><td>1-1.5</td><td>2%</td></tr> <tr><td>2-2.5</td><td>0%</td></tr> <tr><td>3-3.5</td><td>0%</td></tr> <tr><td>4-4.5</td><td>0%</td></tr> <tr><td>5-5.5</td><td>0%</td></tr> <tr><td>6-6.5</td><td>0%</td></tr> <tr><td>7-7.5</td><td>0%</td></tr> <tr><td>8-8.5</td><td>0%</td></tr> <tr><td>9-9.5</td><td>0%</td></tr> <tr><td>10-10.5</td><td>0%</td></tr> <tr><td>11-11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>21%</td></tr> <tr><td>B</td><td>23%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F-F.5</td><td>11%</td></tr> <tr><td>1-1.5</td><td>5%</td></tr> <tr><td>2-2.5</td><td>0%</td></tr> <tr><td>3-3.5</td><td>0%</td></tr> <tr><td>4-4.5</td><td>0%</td></tr> <tr><td>5-5.5</td><td>0%</td></tr> <tr><td>6-6.5</td><td>0%</td></tr> <tr><td>7-7.5</td><td>0%</td></tr> <tr><td>8-8.5</td><td>0%</td></tr> <tr><td>9-9.5</td><td>0%</td></tr> <tr><td>10-10.5</td><td>0%</td></tr> <tr><td>11-11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	13%	B	22%	C	22%	D	21%	0.5	0%	F-F.5	17%	1-1.5	2%	2-2.5	0%	3-3.5	0%	4-4.5	0%	5-5.5	0%	6-6.5	0%	7-7.5	0%	8-8.5	0%	9-9.5	0%	10-10.5	0%	11-11.5	0%	NA	0%	Level	Percentage	A	21%	B	23%	C	22%	D	16%	0.5	0%	F-F.5	11%	1-1.5	5%	2-2.5	0%	3-3.5	0%	4-4.5	0%	5-5.5	0%	6-6.5	0%	7-7.5	0%	8-8.5	0%	9-9.5	0%	10-10.5	0%	11-11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<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.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>29.3</td> <td>26.8</td> <td>27.6</td> <td>25.9</td> <td>27.4</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	29.3	26.8	27.6	25.9	27.4
Year	2016	2017	2018	2019	4-year average								
Average absence days	29.3	26.8	27.6	25.9	27.4								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>100.0</td> <td>ND</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	ND	ND	100.0	ND	100.0
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	ND	ND	100.0	ND	100.0								

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,694,487	High Yield Investment Account	\$258,296
Government Provided DET Grants	\$326,921	Official Account	\$67,597
Government Grants State	\$10,092	Other Accounts	\$273,732
Revenue Other	\$62,616	Total Funds Available	\$599,625
Locally Raised Funds	\$41,078		
Total Operating Revenue	\$3,135,194		
Equity¹			
Equity (Social Disadvantage)	\$41,912		
Equity Total	\$41,912		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,197,298	Operating Reserve	\$64,918
Books & Publications	\$6	Other Recurrent Expenditure	(\$20)
Communication Costs	\$3,589	Provision Accounts	\$5,000
Consumables	\$57,532	Funds Received in Advance	\$17,567
Miscellaneous Expense ³	\$127,670	School Based Programs	\$30,413
Professional Development	\$10,104	Beneficiary/Memorial Accounts	\$218,000
Property and Equipment Services	\$171,690	Maintenance - Buildings/Grounds < 12 months	\$117,934
Salaries & Allowances ⁴	\$115,816	Total Financial Commitments	\$453,811
Trading & Fundraising	\$4,084		
Travel & Subsistence	\$7,876		
Utilities	\$15,860		
Total Operating Expenditure	\$2,711,525		
Net Operating Surplus/-Deficit	\$423,669		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 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 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 '*ND*' mean?

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

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

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

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.