

2019 Annual Report to The School Community



School Name: Monash Special Developmental School (5151)



- 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 14 May 2020 at 08:38 AM by Lois Mitchell (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 10 June 2020 at 02:27 PM by Teresa Leonard (School Council President)

About Our School

School context

Monash SDS is a specialist school which provides innovative, educational programs for students who present with a developmental delay and / or an intellectual disability aged between 2 years and 8 months and 18 years. Many of our students also have additional disabilities, predominately being that of autism spectrum disorder (over 50%), while some students have a physical or sensory disability.

The school is divided into 4 aged based sections. This includes an Early Education Program for our pre school students with special needs and a specialised program for our primary and secondary school age students. The school aged program, is based on the Victorian Curriculum, while the pre-school age students' learning is supported through the Victorian Early Learning & Development Framework.

The multidisciplinary team of around 69 staff includes 2 principal class, 4 leading teachers, 25 teachers, 44 support staff (therapists, teacher assistants, maintenance and gardening), who implement, evaluate and support the students' individual educational and therapy programs which are developed in conjunction with the parents & carers.

The school is a well-resourced facility which includes a hydrotherapy complex, purpose built indoor and outdoor learning areas, specialised sensory areas as well as a bike education area and an attractive outdoor environment. We are currently in the process of a facility upgrade as we undertake our Capital Works Program. This includes an upgrade of our Hydrotherapy complex, the inclusion of a meeting room in our administration building, a student café and under cover area attached to our multi-purpose building, and an outside learning space which includes a shade sail. The decking that provides access to our portable classrooms will also have roofing for weather protection. This year we have undertaken the following additional projects to enhance our facility:

- Upgrade to our senior playground including gym equipment,
- Pergola in the senior / pathways playground,
- A new double upgraded portable and decking for our prep classes,
- New boundary fencing,
- Continued development of our school landscape / gardens

Our school community comprises of families from a broad socio economic spectrum with a range of ethnicities. The majority of our families reside within the City of Monash and many of our students use the school bus service to travel to school. We also have some families who reside outside the school transport zone and choose to make their own transport arrangements so that their children can access our programs. We are also accredited to accommodate international students and in the 2019 August census we had a total of 164 students enrolled in our school and EEPs program.

Monash SDS recognises the important contribution from our parent community, and their involvement is highly valued. Our new Parent Group is now into its 3rd year and continues provide our families with opportunities to interact with other parents and carers as well as participating in school life.

The school has a strong belief that all students have access to an inclusive, challenging and individualised program that promotes engagement and stimulates learning. The school offers a highly flexible educational program which is underpinned by the Structured Teaching Model and includes a range of responsive, but also individualised teaching and learning opportunities and initiatives for our diverse student population. In recent years school programs have also been enhanced by the inclusion of the STAR & LINKS ABA programs, which has greatly increased the learning opportunities for all our students. Student wellbeing and development is supported by an interdisciplinary team of teachers, therapists, nurses and ES in a diverse range of programs across the school and our culture of School Wide Positive Behaviour Support is entrenched in all aspects of school life.

Our school vision is that all students are empowered to learn and achieve, to experience high quality teaching practice

in a positive learning environment, to equip them with the knowledge and skills to be as independent as possible every day and in every facet of their lives. Monash SDS recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring an inclusive and safe learning environment for our students.

Our School Values are as follows:

- Do Your Best
- Help Others succeed
- Respect Your Environment

Our major focus from our 2019 School Review was the following;

1. Improve student - learning outcomes in speaking and listening.

(It was identified that an analysis of school learning data indicated that learning outcomes in speaking and listening could be strengthened. Both curriculum planning and assessment and building practice excellence are areas for continued focus.

2. Empower all students as learners

(Each student needs a consistent means of communication / High impact strategies were identified)

3. Strengthen the emotional and social wellbeing of every student

(We have many students with ongoing complex wellbeing needs so strengthening students emotional and social wellbeing is a priority/ It was identified that we need to build on current practices to develop a positive climate for learning and continue to promote community engagement)

Very exciting times are ahead for the staff, students & families of Monash SDS!

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Framework for Improving Student Outcomes (FISO)

The specific FISO emphasis for Monash SDS in 2019 is Excellence in Teaching and Learning (Building practice excellence) and Positive Climate for Learning (Health and wellbeing).

In 2019 we continued to strive to develop a highly effective model of teaching to improve student engagement and ultimately student achievement. This includes practice driven by student data, staff professional development, peer mentoring and consistency of practice.

The following were our Key Improvement Strategies:

KIS: Implement a whole school approach to the use of data and evidence to inform practice and student learning growth

This KIS was a focus as the STAR/LINKs program, introduced in 2018 and needed to be consolidated and implemented school wide. All data and audits completed have shown a clear increase in student outcomes using this evidence based high impact teaching strategy.

1. AIP Target: All students will have an assessment using the STAR/LINKS program by term 2 2019 to inform their IEP

2. Related AIP actions and activities: All students have a completed learning profile and assessments using STAR / LINKS / Teachers to select appropriate lessons and goals based on assessment profiles / Resource all classrooms with appropriate STAR / LINKS materials / All classes to have the required documentation / Staff to be provided with PD by allocated mentors.

3. Data used to identify these areas for improvement and measure progress: Completed student learning profiles and assessment using STAR / LINKS Programs

4. Outcomes: All students have a completed learning profile and assessment using STAR / LINKS programs. This information has supported staff to select appropriate lessons and goals to improve student learning. Learning profiles were also used in collaboration with parents in SSGs to formulate goals for their ILPs. Student outcomes can be

tracked via the STAR / LINKS continuum and have shown improvement in academic communication and functional independence. All staff have access to targeted PD and individual instruction via our STAR / LINKS mentors and staff have successfully met their relevant PDP goals.

KIS: To further develop SWPBS to ensure consistency across the school

This KIS is a focus area as effective and positive student behavior support is always a high priority at the school. By selecting this focus, it would mean that the school would complete one more TFI and become a Bronze accredited SWPBS school.

1. AIP Target: Review current behaviour frequency data collection method. Update and implement new data collection method.
2. Related AIP Actions and activities: Current method of data collection to be reviewed / Research and decide on options for data collection methods / Implement new data collection method / PD staff on the use of new data collection method.
3. Data used to identify these areas for improvement and measure progress: Data collected by staff identifying behavioural incidents / this data was analysed by PBS committee and used to inform practice.
4. Outcomes: The PBS committee have worked hard this year on the streamlining of our collection of incident data. The committee have designed a new flow chart for major and minor incidents, a decision making flowchart and a new data system in collaboration with SWPBS Department team on recording student behaviour incidents.

Achievement

1. Outcomes from our 2019 School Review:

SSP Goal: To improve student learning and achievement by more clearly articulating and documenting desired student learning outcomes

Targets: 1. 100% of classes will use the designated curriculum appropriate to their student cohort, i.e. Victorian Curriculum, Pathways Curriculum or Victorian Early Years Learning and Development framework.

2. All teaching staff and therapists to engage in student achievement data collection

3. 100% of classes are using the designated curriculum appropriate to their student cohort i.e. Victorian Curriculum, Pathways Curriculum or Victorian Early Years Learning and Development framework.

2019 has seen the appointment of two Learning specialists for Numeracy and Literacy. Professional Learning teams have been developed and meet regularly. Their aim was to upskill teachers in the area of Numeracy and literacy and support them to introduce new strategies in their classroom and continue to mentor them to consolidate the implementation of our Structured Teaching Framework and the Star / Links program. In 2019, every classroom is now using the STAR / Links program to enhance the Victorian Curriculum and every student's ILP has goals using this program. Our team of mentors have been working with teachers, graduate teachers and ES staff with the roll out of this curriculum resource. Each session, the coaches provide positive feedback to staff which has aided in the continuous upskilling of our staff.

SSP Goal: To continue to develop and consolidate a school culture of rich professional learning so as to build key understandings across all staff and enhance leadership capacity

Target: 100% of staff will participate in performance appraisal program

Over the last four years we have worked hard to make the PDP process a whole school consistent practice aiming at supporting our staff's performance and development. We have provided all teachers and ES staff with professional development to support the development of their performance plans. Teachers have been supported to develop four goals that are clearly linked to the Australian Teaching Standards and our Strategic Plan and ES staff currently also has 4 individual goals directly linked to AIP goals or directly to their classroom or therapy goals.

This has proved to be a very effective way to promote staff capacity to support new programs and initiatives throughout

the school. Once goals are developed, the principal reads all goals, team leaders organise mid cycle meetings with all staff and the principal reads and responds to the mid cycle status. At the end of the year review, both team leaders and principal are involved in the final stage of the process.

PD has been organised around the PDP process, analysis of the AIP and identifying what individual goals would support whole school development, how to use the online program, and team discussions and mentoring around all aspects of the process. To support staff to achieve their PDP goals, school PD has focussed on key initiatives in our Strategic Plan, current AIP and individual PDP goals.

2. Highlights and areas for improvement

The progression we are witnessing in our students on this program very encouraging, as is seen from the evidence of student individual progress monitoring data. The buy in by the staff via their PDP, has seen an incredible growth in staff knowledge and understanding, particularly to goals relating to our key AIP initiatives. This has had a very positive influence on student achievement.

3. Proposed future directions and strategies

New SSP Goal: Improve student learning outcomes in speaking & listening

KIS: Build the work of teams to ensure collaborative and consistent practice

KIS: Develop teacher knowledge, skills and understandings of teaching and learning practices in Victorian Curriculum Speaking & Listening (2020 focus)

Engagement

1. Outcomes from our 2019 School Review:

SSP Goal: To continue to develop an inclusive curriculum/program that facilitates success and independence plus nurtures self-esteem

Targets: 1. Consistent communication strategies used with individual students across the school.

2. Leadership skills promoted within Pathways and Seniors sections

3. Student learning, engagement and independence promoted through the Structured Teaching method.

Communication for all our students has always been a priority at the school and during this strategic plan we continued to work on strategies to be used with all individual students.

Our interdisciplinary meetings have continued as part of our section meetings and provide a time to discuss each students individual communication needs and also provide opportunities for PD. Therapists continue to conduct parent workshops on communication methods, which have been well attended and highly effective.

This year the speech therapists have created section specific core language boards (EE, Primary, Seniors, & Pathways). These boards are displayed in obvious locations in classrooms and smaller versions have been made available for staff to wear. PD has also been provided at staff meetings & section meetings on the use of these systems.

The Seniors & Pathways sections continue to promote leadership skills in a number of ways. The school SRC has continued to develop over the life of the Strategic Plan. The school student leaders continue to provide student voice, demonstrate team work, great decisions and exemplary behaviour which can be modelled by the other students. They are now planning whole school events each term. In 2019 we also have a member of the SRC attend school council meetings and give a brief SRC report.

The impact of the structured teaching method on student learning, engagement and independence at our school has been considerable. In 2019, all classrooms have implemented the structured teaching framework and all students are using the STAR / LINKS program. This work is reflected in our Individual Learning Plans for our students with at least one Structured Teaching goal and at least 2 goals from the STAR / LINKS Programs. The work continues to be supported by our 3 coaches and mentors on a daily basis.

2. Highlights and areas for improvement

The review panel determined that the school engagement goal was met, as the 3 targets that aligned with this goal were met.

The panel noted strong collaborative practices within class teams, learning spaces decluttered and organised and instructional practices were consistent across teams. They also agreed that the school's initiatives supported student readiness for their pathways and beyond school.

The panel found that core language boards and visuals were being used, but needed to be a more embedded part of practice for all students.

3. Proposed future directions and strategies

New SSP Goal: Empower all students as learners

KIS: Embed a structured teaching framework to ensure personalised learning for every student (2020 Focus)

KIS: Build teacher knowledge and skills to ensure every student has access to a communication system

KIS: Promote high expectations for student functional independence (2020 Focus)

4. Student Attendance

Student attendance continues to be a challenge, particularly since the introduction of NDIS. There is no doubt that students enjoy and thrive from the structure and predictability of their school environment and their learning programs. But many students continue to arrive after programs have commenced and leave for the day before the school day concludes. There are several factors in play here, but as educators, we will continue to work together with families to maximise our students learning opportunities.

Wellbeing

1. Outcomes from our 2019 School Review:

SSP Goal: To continue to develop a highly effective positive student behaviour support strategy that promotes student wellbeing and maximizes engagement.

Targets: 1. Increase in staff use of affirmative student instruction

2. School-wide expectations / values promoted

3. School environment, policies and procedures promotes positive learning opportunities for all students

2019 saw the formulation of a new PBS Team and a coordinator was identified and participated in DET coordinator training. Two acting assistant principals continued their role of leading the area of SWPBS. Our consultant Dan Petro continued to visit 2 days this year, providing support to staff and families. This year's goal was to prepare for the last TFI for Bronze accreditation and to streamline our data collection for incident forms. The team met monthly and in consultation with staff have produced updated staff handbooks, student handbooks, a new flow chart for major and minor incidents, a decision making flow chart, a new data system for recording our behaviour incidents, lesson plans for teaching the matrix and a plan for teaching each student expectation. A certificate system has also been introduced so that parents have clarity around student tickets and what they have purchased.

SSP Goal: To promote parent / community / school communication and contact

Target: School / community / parent communications enhanced

There continues to be a pleasing development in the connectedness of our parents and carers. There is a positive presence of our families in all aspects of school life, particularly with the continuation of our Parent Group and MyTime. Many parents have formed friendships attending these groups, and have developed confidence to participate in school activities. Greater involvement in these networks has had a flow on effect observed in greater participation of families in school events, information sessions and a willingness to be involved in fundraisers. It has also been pleasing to have an increase in the number of parents willing to be involved in school council. In addition to our information sessions, our families have also participated in our open days and school events, such as education week, book week,

Halloween and our 10th Year Anniversary Celebration. Our anniversary celebration was a combined school community event which showcased our programs and demonstrated our strong relationship with our community. Multifaceted communication with our families has been a priority during the life of our strategic plan. This has included adopting new technology that is easy for staff and families to access, i.e. Compass & Seesaw.

SSP Goal: To continue to improve transition programs that will enhance student readiness for their pathways in, through and beyond the school

Target: 1. Pathways for students participating in Pathways program expanded
2. Setting expectations and promoting inclusion

There is continued growth within our Pathways Program to enhance our student's readiness for their life beyond school. Programs have been embedded into the curriculum to develop independence, work ready skills and life skills. Programs have included the further development of our SRC and our school student leaders and our LINKS Curriculum. The LINKS curriculum is a comprehensive curriculum designed to promote student independence and in particular aiding our students in their transition post school. The Pathways program now offers programs such as weekly gardening, maintenance and woodwork, local paper delivery, work experience at Waverley Industries and a travel training program.

We continue to support families with post school student options including a post school options information night, a tour of local programs and our social worker also provides additional support to our families, particularly after the emergence of NDIS.

In 2019 we are also exploring dual placements for some of our students, which involves a partnership between Monash SDS and a secondary setting, or a Tafe Program, i.e. Certificate II in Horticulture.

2. Highlights and areas for improvement

In 2019 we awarded Bronze Accreditation for implementing SWPBS with a score of 97%. The panel agreed that a key outcome from the review was the implementation of SWPBS framework and the acknowledgement that the school was one of a small number of schools in the state to attain the accreditation.

The panel agreed that the expansion of the Pathways Program was a key achievement which provided opportunities to build student readiness for life and beyond.

The panel endorsed the schools initiative to engage parent and carers and supported the view that building on initiatives currently in place would strengthen the partnership with families.

The panel agreed that the 3 goals were met as the 5 targets were achieved

3. Proposed future directions and strategies

New SSP Goal: Strengthen the emotional and social wellbeing of every student

KIS: Embed whole school consistent practice in positive behaviour support through professional learning and monitoring and support for students (2020 Focus)

KIS: Build on strategies to engage parents and carers as partners

Financial performance and position

This year the school had a surplus of \$434,986, which was a significantly higher result than that of our 2018 surplus of \$141,338. I believe that this is partly due to better outcomes from our PSD applications. Our teachers and therapists have been working very hard to present accurate and detailed evidence to support this process to ensure that all our students have the resources they require to access their learning. Student enrolments remain fairly stable this year, but our Early Education enrolments have suffered a decline, possibly due to the emergence of more programs supported by NDIS. In 2020 we will explore how we can better promote our EEPs program and in particular increase our connections with the relevant community agencies.

Staffing provision and utilities continues to be a major expenditure. Although we budgeted for \$293,000, to support staff

replacement, additional funds were required to support this program. We will continue to explore strategies relating to covering staff replacement. With the commencement of our capital works program this year, we have only been running our pool for 2 terms. The cost of heating this facility is therefore significantly reduced, and although there was no revenue from renting our pool during this time, the situation is manageable.

This year we have continued to enhance our IT provision to support our staff and students. This includes the purchase of new iPad and interactive TVs (\$40,000) and we continue to pay for our computer leasing arrangements (\$2348 per quarter).

Staff Professional Development continues to be a priority, where in 2019 there was a budget allocation of \$20,000. The appointment of 2 learning specialists and the release of our staff mentors continues to offset the cost of this budget, and is a highly effective and efficient strategy to drive our key school initiatives. In addition, the school was allocated \$17,000 from the Inclusive Education Branch, to support the international training of one of our Learning Specialists (structured Teaching) and support the cost of our STAR / LINKs licenses and resources.

Other big ticket items in 2019 included the purchase of a new school bus (\$80,000), and the upgrade of our senior / pathways playground including the installation of outside gym equipment (\$40,000).

This year we received \$16,300 in Equity Funding which was used to support our school wide STAR / LINKS program. A grant of \$9725 from the Advance Program was also used to support our Pathways students to build their independence. Donations and fund raising efforts included \$3000 from the ATO, and \$2000 from a Bunnings Sausage Sizzle all going to support student programs.

In 2020 our Capital Works Project will continue and we also have some smaller buildings and grounds projects that we are hoping to proceed with. This will of course depend on whether the project stays on budget. In 2020 we are anticipating a considerable repair to the roof of the old building (\$50,000 +) and we would like to continue to upgrade play grounds. This may impact on school resources and drive the need for future funding projects.




For more detailed information regarding our school please visit our website at
www.monahsds.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 128 students were enrolled at this school in 2019, 42 female and 86 male.

37 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>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>18%</td></tr> <tr><td>B</td><td>20%</td></tr> <tr><td>C</td><td>23%</td></tr> <tr><td>D</td><td>22%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>8%</td></tr> <tr><td>1 - 1.5</td><td>6%</td></tr> <tr><td>2 - 2.5</td><td>1%</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>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>26%</td></tr> <tr><td>B</td><td>23%</td></tr> <tr><td>C</td><td>21%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>7%</td></tr> <tr><td>1 - 1.5</td><td>4%</td></tr> <tr><td>2 - 2.5</td><td>4%</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	18%	B	20%	C	23%	D	22%	0.5	1%	F - F.5	8%	1 - 1.5	6%	2 - 2.5	1%	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	26%	B	23%	C	21%	D	16%	0.5	1%	F - F.5	7%	1 - 1.5	4%	2 - 2.5	4%	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"> <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>22.8</td> <td>25.9</td> <td>30.1</td> <td>33.8</td> <td>28.1</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	22.8	25.9	30.1	33.8	28.1
Year	2016	2017	2018	2019	4-year average								
Average absence days	22.8	25.9	30.1	33.8	28.1								
<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"> <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>100.0</td> <td>100.0</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	100.0	100.0	100.0	ND	100.0
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	100.0	100.0	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

Revenue	Actual
Student Resource Package	\$5,295,904
Government Provided DET Grants	\$1,035,639
Government Grants Commonwealth	\$10,060
Government Grants State	\$9,725
Revenue Other	\$12,743
Locally Raised Funds	\$98,867
Total Operating Revenue	\$6,462,938

Equity¹

Equity (Social Disadvantage)	\$16,357
Equity Total	\$16,357

Expenditure

Student Resource Package ²	\$4,863,942
Communication Costs	\$7,457
Consumables	\$77,904
Miscellaneous Expense ³	\$130,827
Professional Development	\$27,800
Property and Equipment Services	\$286,861
Salaries & Allowances ⁴	\$418,706
Trading & Fundraising	\$8,512
Travel & Subsistence	\$74,837
Utilities	\$103,673
Total Operating Expenditure	\$6,000,519

Net Operating Surplus/-Deficit **\$462,419**

Asset Acquisitions **(\$3,000)**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$263,864
Official Account	\$15,067
Other Accounts	\$0
Total Funds Available	\$278,930

Financial Commitments

Operating Reserve	\$170,272
Other Recurrent Expenditure	\$21,590
Asset/Equipment Replacement < 12 months	\$15,272
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Total Financial Commitments	\$362,133

(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.