

2015 Annual Report to the School Community

Warringa Park School

School Number: 5165



Name of School Principal:

Marie Hayes

Name of School Council President:

Rebecca Cross

Date of Endorsement:

21/03/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability ranging from mild to profound. Warringa Park is a P-12 school organised around the three stages of learning - the early, middle and later years. The Victorian Certificate of Applied Learning (VCAL) is offered in the later years at Montague, which is a city based campus. An alternative placement for year 11 & 12 students is offered at the Cayleys Rd Campus which is a new campus with a focus on vocational training. Bethany Road Campus, established at the Grange Secondary College, hosts about 80 year 8, 9 and 10 students.

The school has 112.19 equivalent full-time staff: 3.6 principal class, 61.6 teachers, 54.91 education support staff and currently has an enrolment of 473.

Warringa Park School promotes and values excellence in education for students with additional learning needs. There is collective efficacy amongst teaching staff which all students in our school can learn and want to learn from and through collaboration we can make a difference in their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English and Mathematics are seen as integral to the achievement of successful post school options. The learning growth of students is charted using Level A – D AusVELS and AusVELS from Foundation towards Level 5. A high level of student engagement and improved student learning is being achieved by integrating eLearning into teaching and learning practice. Our School integrates Science, Geography, History and sustainability in the Scope and Sequence Inquiry based curriculum.

The school is a science and technology specialism school. Warringa Park School is a 1:1 iPad school and has been selected as one of 24 schools nationwide as an Apple Distinguished School. Our purpose is to provide a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The school provides facilities and Centre's of learning which are spacious, bright and well-resourced to meet the needs of the 21st century learner. There is a strong focus on student wellbeing and building effective home school partnerships.

Achievement

In 2015 the school achieved its AIP goal for student learning. 100% of students demonstrated learning growth with 98% of students making good to excellent progress against their goals, which is an improvement of 2% on 2014.

The Curriculum Survey indicated that all of the students in the Early, Middle and Later Years achieved their goals. 67% of students achieved above their expected levels of goals set. 31% of students achieved their goals at their expected level. 2% made below average progress on their goals. 66% of students in the Early Years, 81% of students in the Middle Years, 83% of students in the Later Years and 36% of students at Bethany Road Campus achieved above expected level and well above expected levels on their Individual goals in 2015.

This year 56% of students moved into working in AusVELS Foundation Level to Level 4 in English and Mathematics. An increase of 6% of students now working in AusVELS in the English, and 8% in Mathematics, were the results of targeted Action Research Projects being implemented during PLT Inquiry Cycle meetings. Teachers were encouraged to try new strategies which focused on the "gradual release of responsibility" model. During the action research projects, teachers also focused on reading, comprehension and explicit teaching of writing genres. PLT meetings were used as a springboard to generate conversations around "where" students are in their development, and which strategies to employ in taking students to the next level of learning.

Our Educational Consultant, Andrea Hillbrick has planned, modelled and coached Mathematics and Geography lessons with a focus on Reading, to teachers in the Early, Middle and Later Years. She worked with teachers on "what an effective Literacy block looks like." The Yearly Scope and Sequence document had an additional focus on History and Geography this year, which provided the content for English and Mathematics learning. The focus of Instructional Rounds was on differentiation, reading and the purpose of lessons. The Harvard Instructional Rounds team provided teachers with professional learning, based on "what are the students doing, saying and making" based on Learning Intentions.

Student's personal learning improved by 2% on Term 1 due to the work done around Learning Intentions and Success Criteria and supporting students to be able to talk about their own learning. The support of Allied Health, celebrations of learning, Wonder Walls and having an Inquiry approach starting with what students know, are all strategies which encouraged personal learning. Strong classrooms routines, use of consistent visuals and clear expectations also lead to an improvement in student's personal learning. This year, the variety of work experience Later Years had inspired the growth in the personal and interpersonal development of students. Later Years Students were provided with opportunities to work as part of a team e.g. canteen program, and to work with staff outside school e.g. the Library and Werribee Mansion.

2015 produced an increase in student Pathway Learning with work experiences undertaken in supported and open employment workplaces for students at Cayley's Road Campus. New partners came on board such as Hobson's Bay Council, Zoo, Werribee Park Gardens, Dualware, Coles and Wonderland café.

In addition to VET programs all VCAL students accessed individual work experience placements, with one of 28 different employers. 17 out of 19 Year 12 students successfully achieved their VCAL certificate at the Foundation level over a two year period at an approximately 90% success rate.

Engagement

The use of Proloquo2go supported teachers in the Early Years to provide communication opportunities for the non-verbal students. Focus on comprehension strategies in reading has influenced students 'speaking and listening' as students were provided with strategies for contributing to lessons e.g. making connections and posing and answering questions. Students in the Early, Middle and Later Years were able to work with their peers through various STEAM projects and present their work which lead to an improvement in the Speaking and Listening domains. Teacher's referral to Learning Intentions and Success Criteria throughout the lesson encouraged student's voice and participation.

Warringa Park VCAL students participated in many and varied VET programs. Students were interviewed and surveyed about their interests and based on these discussions, students were allocated one or in some cases two VET programs. Students undertook studies in Hair and Beauty and Hospitality, Automotive, Horticulture and Hospitality and TAFE Taster program. Warringa Park VCAL students attended a number of these programs with students from other special schools including Croxton and Montague CEC.

Eighteen Warringa Park VCAL students enrolled in a Student Based Apprenticeship Program at the start of 2015. Seventeen students completed the year at Second Bite and achieved their Certificate II in Food Processing. This successful program is very popular and students are required to attend their allocated SBAT program for one day a week throughout the year.

The Post School Option program provided families an opportunity throughout the year, to attend parent information sessions, expos and tours to Post School Option agencies and services. Families appreciated the opportunity to see what the service providers' offer and these sessions were well supported and attended. This enabled families to make informed decisions regarding decisions for 2016. The results indicate that the most popular choices for families were Transition to Employment services and Job Support.

Staff has an open door policy for observation and feedback which is an indication of collective responsibility for improving student learning outcomes. 100 % of teachers moved from sharing and changing professional practices to taking shared responsibility for student and teacher learning. The professional expectations of teachers are made explicit in the Performance and Development approach and staff participate in evidence-based performance conversations about their teaching practices. All staff achieved their Performance and Development Goals.

Warringa Park School regularly communicate with families about their child's learning through ePortfolios, ILP's and Reports. The one to one iPad program enables parents to view their child's daily work. We invite parents to support their child during termly Assemblies, Book Week, Literacy and Numeracy Week, Wellbeing events, and SSG's. The SSG process is highly valued to ensure that the learning of all students is purposeful. There has been an 11% increase in parents attending the SSG's from 2014 to 2015.

New Pedagogies of Deep Learning projects such as the teddy bear project and video modeling, encourages independent work and planning by students. SRC, Boys and Girls groups, School camps, VU Sport activities at school and the Adaptive

VU clinics were all programs accessed by our students and which encourage Interpersonal development. The Passion Projects and Electives at both Cayley's Road and Bethany Road campuses have continued to provide students with opportunities to develop preferences in their future pathways through participating in a broad range of classes. The collaboration of the Drama, Glee Club and Media Passion Projects was a particular success this year with the showcase of the BRC Stylz production of the Wizard of Oz. The showcase was a celebration of student learning and achievement and demonstrated the extraordinary capabilities of our students utilizing technology to redefine learning.

The Middle Years Girls Mentoring Program encouraged students from the Middle Years to run activities in a group setting and act as buddies to younger girls. Some of the observed benefits of these programs included older students developing strong leadership skills which improved their self-confidence. For the younger students the program helps with social skills and provides the students with a support person in the school.

Throughout the year students in Early Years, Middle Years and the Bethany Road Campus participated in a range of projects that provided students and teachers with opportunities to develop their skills and understanding of the six deep learning competencies; collaboration, communication, citizenship, creativity, critical thinking and character. The Teddy Bear Exchange is an international project that provides a genuine link between students and schools around the world. The Nepal Relief Project provided the students with an opportunity to develop a local solution to an International Crisis such as the Nepal Earthquakes. Through this project, students made beaded key rings and bracelets to raise money for the Nepal Relief. The project successfully engaged students in learning by providing a real world problem to solve and harnessing the deep learning competencies of Collaboration and Citizenship. Through Adobe Youth Voices, students participated in a short film festival alongside 11 other Victorian High Schools.

Cayleys Creations, a social enterprise learning initiative, is designed to allow all students inclusive opportunity to participate in one or many aspects of product design. The students develop products made in crafts such as wood work, jewelry, hand bags, art works and trend creations such as loom bands. They harvest products such eggs, fresh garden produce and prepare jams and lemon products. Cayleys Creations are sold at stalls at Warringa Park main campus, which this year celebrated an inaugural public market in the Sensory Gardens. 100% of students at Cayleys Road Campus participated in Personal Learning; Community living programs which included swimming, fitness, cafes, parks and gardens, bowling, movies and shopping.

Travel Education was expanded and differentiated to meet the needs of those travelling with VCAL to the city, and those being introduced to the foundation skills. 17 students have participated in the Travel Education program during the year. This year through the introduction of the Advance program, students have had access to enrichment programs such as the Bridge Award, First Aid, Human Relations, ball room dancing and special end of year celebrations such as the Zoo day and BBQ's .

Year 11 and 12 VCAL students had the opportunity to participate in numerous VET programs at a variety of TAFEs and other settings. These students completed modules of certificate courses in the following areas; Hospitality, Hair and Beauty, Automotive, Horticulture, Kitchen Garden and Bridge to Work. In addition to VET programs, all VCAL students accessed either individual work experience placements, with 28 different employers, or group work placements in settings such as St Vincent De Paul's Warehouse and Dual ware. New partnerships were established with Bunnings in Hoppers Crossing, Food Bank in Footscray and the Blackwood Outdoor Education Centre which all offered new volunteer opportunities for our students to develop their work skills.

Wellbeing

In line with our PBIS ethos there was a focus on Safety in 2015. The Attitudes to School Survey mean factor for 'Classroom Behaviour' for the year 7-12 Cohort has risen steadily over past three years. The mean factor for 'Connectedness to Peers' is above the state average sitting. The best scores received for these two criteria were gained in the Year 9-10 cohort of students and this cohort is largely at the new Bethany Road Campus. The campus received similarly high scorings for the wellbeing aspects of the survey. However, overall the Student Wellbeing area of the ATTS for Years 7-12 were marginally down since last year, yet up on 2013.

The mean factor for Student Relationship which includes Classroom Behaviour and Student Safety for the Year 5-6 cohort indicate that scores are up from 2014, but Connectedness to Peers is down from the last two years. Student Morale and Wellbeing is above the state average, however this score has declined over past two years. While student

safety has improved for Years 7–12 this is not the case for the 5–6 cohorts and will focus interventions in 2015 on the early middle years of schooling. Overall our scores for the Attitudes to School Survey sit well when compared to state means. Our results from the last two years would indicate that the opening of the Bethany Road campus has been of great benefit both for learning and overall wellbeing of our students. Our VCAL campus gains consistently high scores.

The number of respondents to the Parent Opinion Survey was 35.2 % which is an increase of 1.6 % from last year. The biggest growth has been in the areas of 94% in Student Engagement and 86% in School Climate, which is on par or above state averages for specialists' schools. The biggest areas of growth is in the mean factor of Stimulating Learning, where parents indicated that they are pleased with teachers making learning fun, encouraging and persisting for all students to learn. Parents indicated that they are pleased with the school's reporting system as very helpful. Parents feel satisfied that the school always strives to improve the quality of education and the school supports their child in developing valuable social skills. The iPad has been used to improve the transition between home and school. It has enabled parents to participate more in their child's learning and increased the level of connectedness to school.

The school continues to provide a stimulating, safe, challenging and flexible learning environment with a focus on differentiated small group learning. Student achievement is acknowledged and celebrated in during assemblies. Classrooms, learning and outdoor spaces are spacious and well-resourced to meet the needs of a 21st century learner. Decking, bright coloured shade nets, painted seats and modern grounds, compliments the learning space at Warringa Park School. All classrooms are fitted with Apple TV's which can easily be linked to the students and teachers iPads. Teachers use iPads to capture student learning and reshape their classroom practice, curriculum and pedagogy. Learning spaces are fluid to accommodate the ever changing needs of the teachers incorporating the Constructivism model in the Inquiry model.

The Wellbeing Team received funding grant to deliver the 'Secret Young Women's Business' Program to the Year 10 female students at the Bethany Road Campus. The learning outcomes developed girls' self-care skills, budgeting skills with a focus on self-care and the development of team skills. The Shared Leadership Program is a partnership program between City of Wyndham Youth Services, Werribee Secondary College and Warringa Park School. The aim of the program is to encourage leadership skills amongst the older students by planning and implementing activities for younger students. The ability to manage self and others to work towards a common goal and positive outcomes is a broad objective of the leadership program. The Student Leadership group developed skills such as collaboration, self-efficacy, commitment, motivation, teamwork, empathy and guidance. The Student Representative Council continued to be an active student voice in the school and wider community. Students participated in local and state wide forums. Successful events were held for Mother's Day, Father's Night and other significant days. The Signpost program was delivered to parent groups and the feedback was that the strategies were very useful in assisting families to deal with a range of behaviours.

Productivity

The students at Warringa Park have access to 300 minutes of teaching a day. The classroom sizes vary from 7 to 13 students per classroom. English and Mathematics form the main curriculum areas for students at WPS. Science, History and Geography curriculum areas form the context against which English and Mathematics are delivered. Students capture their learning using iPad technology. Depending on the needs of the students, classrooms may have up to two support staff supporting the teacher and only in a few cases do students have one to one support. Small group activities lead to differentiated activities tailored to the needs of the students. Students access Art, Music, Physical Education, Performing and Digital Arts on a weekly basis as part of the Specialists Curriculum. Students from Victoria University delivered sport programs to the students twice a week. This program provided students with more opportunities for movement, sport and social games.

The total expenditure on Professional Development in 2015 was \$270,146. Instructional Rounds have been established as the biggest opportunity for staff to improve practice. Due to the impact of Instructional Rounds on practice a team of four teachers attended a five day workshop on Effective Instructional rounds in Education at Harvard. Allocation of funds towards the expenditure on Instructional rounds across the campuses was 20%. Whole School professional learning in the form of weekly Learning Centre Meetings, PLT meetings, and professional discussions during Performance and Development meetings form 3% of the school's expenditure on Professional Learning. Six Middle level leaders accessed BASTOW programs which allotted to 8% of Professional Learning expenditure. Andrea Hillbrick, an

Educational Consultant, worked 30 days across the school and teachers attending her Professional Learning days make up 6% of the Professional Learning budget expenditure.

Warringa Park School forms part of the School Improvement Network with four other Specialist Schools. The network provided two Twilight Workshops and a Curriculum Day for all teachers in 2015. The focus was on building the capacity of teachers providing engaging lessons in English and Mathematics. Andrea Hillbrick was invited as the Keynote speaker at both Twilight Workshops. The workshops were rated 4.5 out of 5. Due to the positive response the Network aims to continue the Twilight Workshops with a focus on Teaching and Learning in 2016.

Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. They work with colleagues in Professional Learning Teams, which meet for 100 minutes a week, to jointly plan lessons, investigate data and identify points of growth for the students in their PLT. PLTs have an additional day out of the classroom to plan for the next Unit of Inquiry. Specialist teachers and CRT's replace teachers on their Planning Day. The expenditure against the allocation of funds towards the replacement of teachers on planning day allot to 10% of the PLT budget.

Peer coaching, induction program, mentoring, new teachers meeting, professional learning teams and networking opportunities have been put in place to strengthen staff relationships and collaboration. Two Leading Teachers associations - UMNOS and NPDL - build staffs' individual efficacy which contributed to the collective staff efficacy. An Induction Program has been put in place to support new and graduate staff. All new staff have been assigned a mentor to provide them with feedback and advice. In 2015 Warringa Park started a three year partnership with Melbourne University through the University of Melbourne Network of Schools (UMNOS). We will continue to work with the network to begin to make a collective impact across the school. This year's focus is on how we will measure progress for our staff and students based on the goals and success criteria that the UMNOS team has put in place.

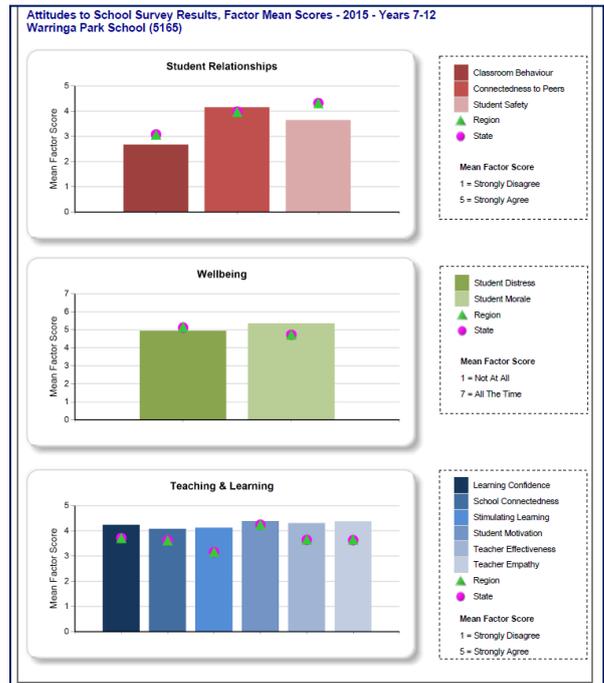
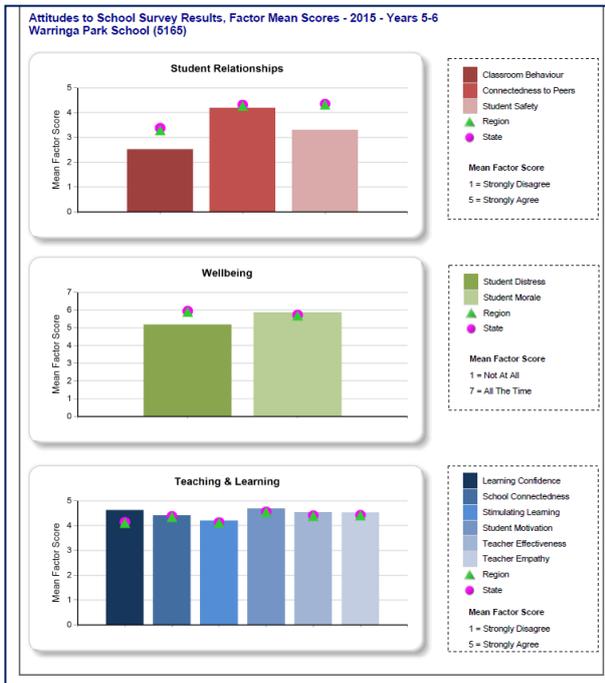
The following are Special Payment Positions: Specialist Team Leader, Later Years Team Leader, Multimedia Team Leader, Allied Health Team Leader, Assistant Team Leaders (VCAL, CRC, BRC, MY's and LY's), PLT Leaders, Camps and Excursions Coordinator, Warringa Busses, Staffroom Duties, ICT Support (BRC), School Website and Year Book, and Occupational Health and Safety. The expenditure for Special Payments is \$ 97 000.

The Casual Relief Budget has been overspent by 28% due to unforeseen circumstances in staffing. Warringa Park School received a Travel Education grant of \$75,000 which supported many of the Later Year students to travel independently to and from school and VCAL. The grant was also used to employ a full time Career Coach which supported parents in the choices of their child's post school options. This additional support to the parents was positively received.

For more detailed information regarding our school please visit our website at
<http://www>

2015 Performance Summary (Include Intake Adjusted Charts)

Attitudes to School Survey:



Curriculum Survey:

| AusVELS Domain | Number of Students | | | | | Total |
|--|------------------------------|-------------------------|----------------------|-------------------------|------------------------------|-------|
| | Well below expected progress | Below expected progress | At expected progress | Above expected progress | Well above expected progress | |
| English | 2 | 8 | 132 | 173 | 83 | 398 |
| Mathematics | 2 | 1 | 140 | 174 | 81 | 398 |
| Science | 2 | 9 | 155 | 145 | 87 | 398 |
| Health and Physical Education | 1 | 22 | 183 | 131 | 61 | 398 |
| Information & Communication Technology | 1 | 8 | 115 | 172 | 102 | 398 |
| Interpersonal Development | 0 | 1 | 106 | 153 | 59 | 319 |
| Personal Learning | 1 | 10 | 137 | 156 | 94 | 398 |
| Civics & Citizenship | 0 | 0 | 0 | 0 | 0 | 0 |
| The Arts | 1 | 13 | 179 | 159 | 46 | 398 |
| Humanities/History | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication | 0 | 0 | 0 | 0 | 0 | 0 |
| Design, Creativity & Technology | 0 | 0 | 0 | 0 | 0 | 0 |
| Thinking Processes | 0 | 0 | 0 | 0 | 0 | 0 |

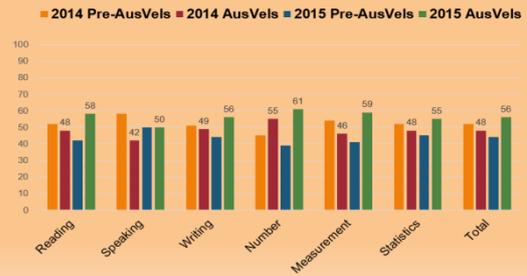
ABLES Data:

Analysis of Whole School ABLES Data
Semester 2 2015

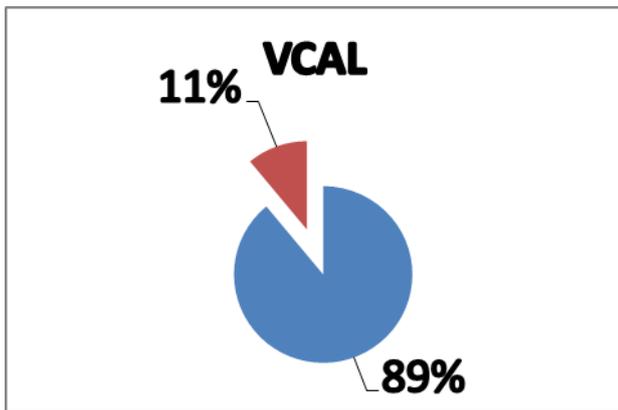
| | |
|--|---|
| <p>English Reading and Writing: Pre-AusVELS: 47 % AusVELS: 53 % Biggest cohort of students working in Level 1 & 2: 24 %</p> | <p>Personal Learning: Pre-AusVELS: 28 % AusVELS: 72 % Biggest cohort of students working in Level 1 & 2: 36 %</p> |
| <p>English Speaking and Listening Pre-AusVELS: 64 % AusVELS: 36 % Biggest cohort of students working in Level D: 23 %</p> | <p>Personal Learning ASD: Pre-AusVELS: 31 % AusVELS: 69 % Biggest cohort of students working in Levels 3 & 4: 21 %</p> |
| <p>Interpersonal Development: Pre-AusVELS: 62 % AusVELS: 38 % Biggest cohort of students working in Foundation Level: 28 %</p> | <p>% of students working in: Pre-AusVELS: 46 % AusVELS: 54 %</p> |

AusVELS Data:

Students working in Pre-AusVELS and AusVELS Whole School



89% of students completed VCAL

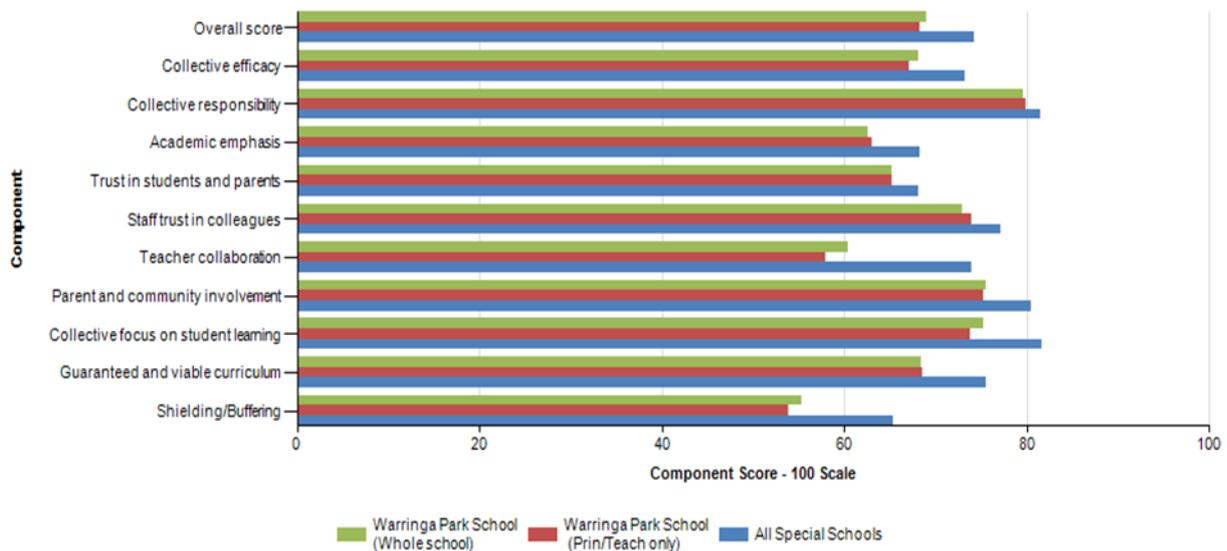


Attendance Data per EFT:

| Calendar Year | Ungraded |
|---------------|----------|
| 2011 | 22.81 |
| 2012 | 21.35 |
| 2013 | 21.45 |
| 2014 | 21.94 |
| 2015 | 23.10 |

School Climate

School Climate summary of module component means for Warringa Park School (5165)



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 469 students were enrolled at this school in 2015, 141 female and 328 male. There were 7% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

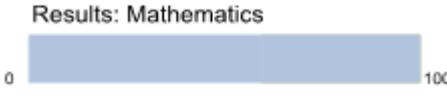
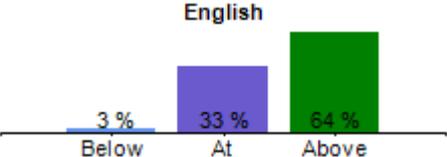
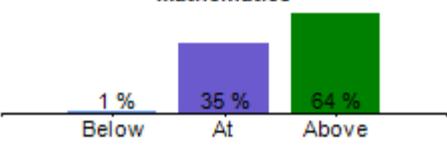
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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



Performance Summary

Key: Result for this school: ●

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p>  <p>Mathematics</p>  | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

How to read the Performance Summary

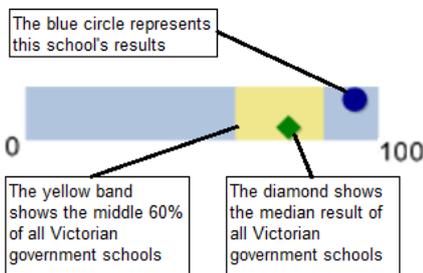
What are student outcomes?

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

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

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

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



What is a School Comparison?

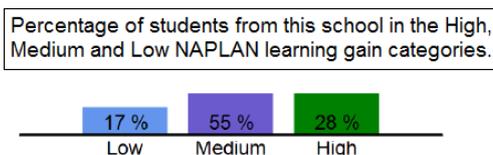
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

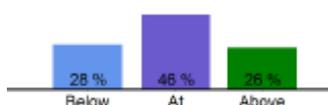
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual | Funds Available | Actual |
|---------------------------------------|---------------------|---|------------------|
| Student Resource Package | \$11,635,343 | High Yield Investment Account | \$231,925 |
| Government Provided DE&T Grants | \$3,305,131 | Official Account | \$146,520 |
| Government Grants Commonwealth | \$9,681 | Other Accounts | \$62,454 |
| Government Grants State | \$19,450 | Total Funds Available | \$440,899 |
| Revenue Other | \$88,181 | | |
| Locally Raised Funds | \$164,671 | | |
| Total Operating Revenue | \$15,222,457 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$10,007,453 | Operating Reserve | \$10,000 |
| Books & Publications | \$2,200 | Maintenance - Buildings/Grounds incl SMS<12 months | \$93,140 |
| Communication Costs | \$115,967 | School Based Programs | \$50,031 |
| Consumables | \$228,653 | Schools Network Cluster Coordination | \$54,313 |
| Miscellaneous Expense | \$1,317,650 | Total Financial Commitments | \$207,483 |
| Professional Development | \$121,693 | | |
| Property and Equipment Services | \$1,585,915 | | |
| Salaries & Allowances | \$905,786 | | |
| Trading & Fundraising | \$62,544 | | |
| Travel & Subsistence | \$75,460 | | |
| Utilities | \$74,272 | | |
| Total Operating Expenditure | \$14,497,594 | | |
| Net Operating Surplus/-Deficit | \$685,339 | | |
| Asset Acquisitions | \$46,183 | | |

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The school has achieved a solid financial performance with healthy accounts balances. The school expenditure is \$ 4, 490, 141 on programs and facilities which is a decrease of \$ 74, 627 on the previous school years expenditure. The account balance of \$ 440,899 has been mainly achieved through departmental grants and the development of workforce planning model that delivers the staffing and facilities required to support students in their learning.