




## 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 50 students were enrolled at this school in 2018, 14 female and 36 male.

0 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).

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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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="523 353 1401 840"> <p><b>Results: English</b></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>3%</td></tr> <tr><td>B</td><td>10%</td></tr> <tr><td>C</td><td>21%</td></tr> <tr><td>D</td><td>20%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>13%</td></tr> <tr><td>1 - 1.5</td><td>13%</td></tr> <tr><td>2 - 2.5</td><td>13%</td></tr> <tr><td>3 - 3.5</td><td>2%</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 data-bbox="523 862 1401 1377"> <p><b>Results: Mathematics</b></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>1%</td></tr> <tr><td>B</td><td>14%</td></tr> <tr><td>C</td><td>28%</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>5%</td></tr> <tr><td>1 - 1.5</td><td>10%</td></tr> <tr><td>2 - 2.5</td><td>16%</td></tr> <tr><td>3 - 3.5</td><td>5%</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	3%	B	10%	C	21%	D	20%	0.5	6%	F - F.5	13%	1 - 1.5	13%	2 - 2.5	13%	3 - 3.5	2%	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	1%	B	14%	C	28%	D	21%	0.5	0%	F - F.5	5%	1 - 1.5	10%	2 - 2.5	16%	3 - 3.5	5%	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><b>Average Number of Student Absence Days</b></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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>29.2</td> <td>22.7</td> <td>17.9</td> <td>22.7</td> <td>23.1</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	29.2	22.7	17.9	22.7	23.1
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Average absence days	29.2	22.7	17.9	22.7	23.1								
<p><b>Exit destinations</b></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>2015</th> <th>2016</th> <th>2017</th> <th>2018</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	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	ND	100.0
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## 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, 2018

Revenue	Actual
Student Resource Package	\$1,425,213
Government Provided DET Grants	\$274,726
Government Grants Commonwealth	\$5,100
Government Grants State	\$123,974
Revenue Other	\$7,240
Locally Raised Funds	\$48,217
<b>Total Operating Revenue</b>	<b>\$1,884,471</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$37,682
<b>Equity Total</b>	<b>\$37,682</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$1,338,604
Books & Publications	\$789
Communication Costs	\$10,934
Consumables	\$24,683
Miscellaneous Expense <sup>3</sup>	\$83,943
Professional Development	\$14,096
Property and Equipment Services	\$93,273
Salaries & Allowances <sup>4</sup>	\$167,197
Trading & Fundraising	\$14,034
Travel & Subsistence	\$31,017
Utilities	\$11,001
<b>Total Operating Expenditure</b>	<b>\$1,789,571</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$94,900</b>
<b>Asset Acquisitions</b>	<b>\$15,455</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$33,128
Official Account	\$12,367
Other Accounts	\$1,981
<b>Total Funds Available</b>	<b>\$47,477</b>

Financial Commitments	
Operating Reserve	\$47,477
<b>Total Financial Commitments</b>	<b>\$47,477</b>

- (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 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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

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

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in 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.