

# 2017 Annual Report to the School Community



School Name: Swifts Creek P-12 School

School Number: 8892



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 28 August 2018 at 04:02 PM by Robert Boucher (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 August 2018 at 09:57 AM by Janne Smith (School Council President)



## About Our School

### School Context

Swifts Creek P-12 School is located in the high country of Far East Gippsland, Victoria.

Our school is spread across two campuses. These are the Flagstaff Campus and Tambo Campus. Our school has a current enrolment of just over 130 students, with approximately 50 students on the Flagstaff Campus and approximately 80 students on the Tambo Campus. P-6 students are predominately drawn from the townships of Swifts Creek and Ensay. The 7-12 students travel in from the entire Omeo region with a total catchment area of some 5000km<sup>2</sup>.

We pride ourselves in developing our learning programs around the needs of our students and future students. We have a strong belief in developing effective partnerships with various organisations to meet the needs of all students. These partnerships are both at the local and state level and require us to be flexible in looking at learning needs of 0-18 year olds.

Student aspirations are a key component of our work and we strive to assist in developing individual pathways for students and embed careers education into real life contexts throughout the curriculum from P-12. As students transition through their learning program there are significant milestones and key events that signify the stage of the journey they are at in their later years. In later years curriculum provision is based around the subject choices of students and their future pathway plans as they are best implemented through delivery of VCE, VET and VCAL.

Innovative approaches to Teaching and Learning in the context of our rural location, remoteness and varying cohort sizes are seen as a key component of our future work. Staff within and beyond this school collaborate for teaching, learning and assessment in a range of curriculum areas. Peer observation and feedback and PLTs are essential elements of our staff culture. Our teaching and learning program is enhanced by the beauty and diversity of our natural environment and community.

We are small enough to care, yet big enough to make a difference.

### Framework for Improving Student Outcomes (FISO)

The school is using the Curiosity and Powerful Learning framework for improving student outcomes. In collaboration with five other schools from our Geographic Network we are working through the CPL Theories of Action in a systematic manner to refine teacher practice leading to improved student outcomes.

Through the process of appointing Curiosity Champions for each different Theory of Action we are developing internally our leadership capabilities and ensuring a sustainable work force into the future.

This work is complemented through a Numeracy Intervention Strategy which we are doing in partnership with Omeo Primary School.

Our teacher workforce of 17 and Education Support Staff of 8 is involved in a cycle of continuous improvement that is leading to a diverse range of academic and social learning for students in P-12.

This work is being complemented by the construction of the High Country Early Years Centre at Omeo Primary School and the endeavour to have technology enabled learning studios built across the 7 government schools that provide secondary education in East Gippsland.



## Achievement

In English and Mathematics for our students Prep to 6 our teacher judgements placed students within the expected level with a median slightly below all Victorian Government schools. Teacher judgement were lower than predicted levels. Naplan data for our school is similar to the median of all Victorian Government schools. Our 3 to 5 learning gain in reading, writing, grammar and punctuation shows that most students are making medium to high learning gain. But in spelling and numeracy the percentage getting a high gain remains high but medium is lower. This result is true for our Year 3 and Year 5 Naplan data, however learning gain in reading in the categories of medium and high were 72% Numeracy was 43% Writing 71% Spelling 58% Grammar & Punctuation was 86%.

Our teacher judgements Year 7 to 10 are above their predicted level for English and below for Mathematics. The Naplan data at Year 7 and 9 in reading and Numeracy for this school are well below the median of all government schools. However when looking at Year 5-7 learning gain the average for medium and high is 59%. Whilst for Year 7 to 9 is 55%.

At VCE the mean study score is slightly above state and was significantly above predicted score with 100% completion rate.

## Engagement

Parent satisfaction is a little below state whereas overall positive responses in the staff survey is aligned with state median.

Attendance P-6 is no lower than 92% with a high of 97%. The same data for Year 7 -12 has a high of 99% with a low of 97%. This is significantly higher than state average and indicates a strong level of engagement for our students with their secondary education. Retention rate Yrs 7-10 is well above state median. Our exit destination data for Years 10-12 is similar to like schools.

## Wellbeing

Our data for sense of connectedness and management of bullying as collected through the Student Attitude to School Survey for students Year 4-6 is similar to like schools. Yet for our students in Year 7-12 we are lower than like schools. As a school we have been working with Educational Behaviourist Dan Petro to effectively implement our Inclusion and Wellbeing Policy. We are endeavouring to positively impact this data through this work.

For more detailed information regarding our school please visit our website at  
[www.swiftscreeksc.vic.edu.au](http://www.swiftscreeksc.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 Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 132 students were enrolled at this school in 2017, 59 female and 73 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

# Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards 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>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



(Primary Year Levels)

# Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>



(Primary Year Levels)

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>57%</td> <td>14%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	43%	29%	Numeracy	57%	14%	29%	Writing	29%	57%	14%	Spelling	43%	29%	29%	Grammar and Punctuation	14%	57%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	43%	29%																							
Numeracy	57%	14%	29%																							
Writing	29%	57%	14%																							
Spelling	43%	29%	29%																							
Grammar and Punctuation	14%	57%	29%																							



(Primary Year Levels)

# Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<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> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>97 %</td> <td>96 %</td> <td>93 %</td> <td>97 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	96 %	93 %	97 %	92 %	94 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	96 %	93 %	97 %	92 %	94 %	95 %										



(Primary Year Levels)

**Performance Summary**

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar



(Secondary Year Levels)

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards 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>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

## (Secondary Year Levels)

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 45%   Medium: 45%   High: 9%</p> <p><b>Numeracy</b> Low: 60%   Medium: 20%   High: 20%</p> <p><b>Writing</b> Low: 30%   Medium: 60%   High: 10%</p> <p><b>Spelling</b> Low: 50%   Medium: 30%   High: 20%</p> <p><b>Grammar and Punctuation</b> Low: 20%   Medium: 70%   High: 10%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 83%   Medium: 17%</p> <p><b>Numeracy</b> Low: 43%   Medium: 43%   High: 14%</p> <p><b>Writing</b> Low: 55%   Medium: 36%   High: 9%</p> <p><b>Spelling</b> Low: 25%   Medium: 58%   High: 17%</p> <p><b>Grammar and Punctuation</b> Low: 17%   Medium: 75%   High: 8%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale. School score (blue circle) is higher than state median (green diamond).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale. School score (blue circle) is higher than state median (green diamond).</p>	<p> Higher</p> <p> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>16%</b>                      VET units of competence satisfactorily completed in 2017: <b>96%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>36%</b></p>		

(Secondary Year Levels)

# Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<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> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="565 952 1026 1048"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>98 %</td> <td>99 %</td> <td>99 %</td> <td>97 %</td> <td>99 %</td> <td>98 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	98 %	99 %	99 %	97 %	99 %	98 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
98 %	99 %	99 %	97 %	99 %	98 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												



(Secondary Year Levels)

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>

# 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 three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

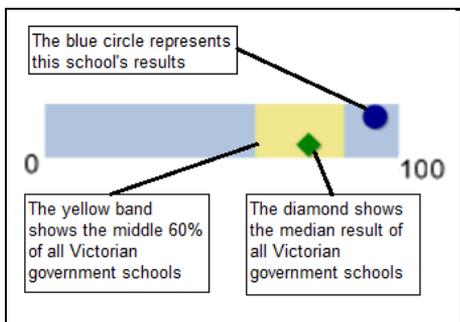
### Engagement

- 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)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

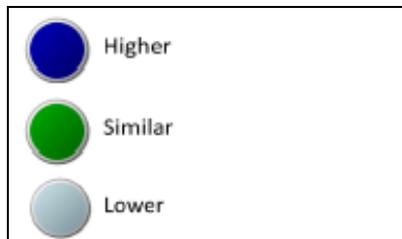


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,223,030	High Yield Investment Account	\$2,604,368
Government Provided DET Grants	\$2,002,444	Official Account	\$5,409
Government Grants State	\$44,376	Other Accounts	\$636
Revenue Other	\$82,549	<b>Total Funds Available</b>	<b>\$2,610,413</b>
Locally Raised Funds	\$77,315		
<b>Total Operating Revenue</b>	<b>\$4,429,714</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$59,714		
Equity (Catch Up)	\$3,298		
<b>Equity Total</b>	<b>\$63,012</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,143,602	Operating Reserve	\$77,266
Books & Publications	\$1,662	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Communication Costs	\$8,235	Beneficiary/Memorial Accounts	\$4,930
Consumables	\$63,657	Revenue Received in Advance	\$1,000
Miscellaneous Expense <sup>3</sup>	\$185,660	School Based Programs	\$162,872
Professional Development	\$16,074	Other recurrent expenditure	\$3,497
Property and Equipment Services	\$191,621	Asset/Equipment Replacement > 12 months	\$30,000
Salaries & Allowances <sup>4</sup>	\$32,216	Capital - Buildings/Grounds incl SMS>12 months	\$2,310,849
Trading & Fundraising	\$6,000	<b>Total Financial Commitments</b>	<b>\$2,610,413</b>
Travel & Subsistence	\$10,351		
Utilities	\$31,322		
<b>Total Operating Expenditure</b>	<b>\$2,690,399</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,739,315</b>		
<b>Asset Acquisitions</b>	<b>\$771,102</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 05 March 2018 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. This surplus reflects the lead role our school is playing the East Gippsland Trade Skills Centre and the High Country Early Years build in Omeo.

