

2019 Annual Report to The School Community



School Name: Nepean Special School (4290)



- 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 01 September 2020 at 11:12 AM by Carolyn Gurrier-Jones (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 07 September 2020 at 02:03 PM by Paula Groves (School Council President)

About Our School

School context

Nepean School is a government funded specialist school for students aged 5 – 18 years, with a physical disability and/or complex health impairment. The school first opened in 1925 and moved to the current, purpose built site in 1980.

Our vision and purpose is to provide an innovative, inclusive and supportive learning environment for students with physical disabilities and complex health needs. We are committed to working with students towards their individualised learning goals to realise their potential. We aim to instill confidence and resilience in students so they can experience and contribute to society in meaningful and rewarding ways.

We offer comprehensive individual learning for all students, across all curriculum areas for students at the early stages of learning through to students accessing VCAL & VET programs. The flexibility of individualised learning enables students to have an option of either full time or dual enrolment with a range of settings depending on their learning needs.

Our students present with a wide range of disabilities and impairments, with 60.87% of our students having more than one disability/impairment. These disabilities, impairments and neurodevelopmental disorders affect all aspects of a student's life, from their physical and gross motor development to their communication and language development, play and social skills. To best meet the diverse range of learning needs of our students, we have developed a transdisciplinary teaming model which draws on the expertise of special education teachers (including early childhood, primary and secondary trained teachers) physiotherapists, occupational therapists, speech pathologists, music therapists, wellbeing officers and registered nurses. Our transdisciplinary teaming model blends the knowledge and skills of our staff to provide holistic and integrative educational experiences for all our students.

Our upward enrolment trend continued, with enrolments increasing to 134 by the end of 2019. The student population was made up of 76 male students and 57 female students. Our student demographic continues to diversify bringing multicultural richness to our school community. We have students from England, Fiji, New Zealand, China, Afghanistan, India, Samoa, Egypt and Germany learning alongside students born in Australia. Four of our student population identify as being of Aboriginal or Torres Strait Islander descent.

As one of only four schools that cater for students with physical disabilities and complex health impairments in Melbourne, we have an extensive Designated Transport Area which includes the suburbs from Mentone to Mt Martha, Somerville to Tooradin, Koo Wee Rup to Pakenham, Berwick through Narre Warren to Cranbourne, Frankston and Seaford. 88.41% of students catch DET provided buses to and from school each day.

The culture and ethos of Nepean School is constantly nurtured to ensure that our vision and values are embraced and respected by our school community. Our school rules, focused on kindness, are the foundation of our classroom agreements, student leadership roles and student led activity days.

School Motto

Together we Achieve the Extraordinary

School Rules

- Kindness to Ourselves
- Kindness to Others
- Kindness to the Environment

Values

- Excellence and best practice in learning and teaching
- A sense of belonging through social connectedness

- Creating and celebrating success together
- Teamwork and perseverance
- Respect
- Communication and empowerment
- Independence and a strong sense of self
- Equity

Across 2019 the staffing profile of the school changed as our social worker took up another position, we appointed an experienced Occupational Therapist with expertise in SW-PBS and social and emotional learning, in line with our Strategic Plan goals. We were also able to appoint an ICT Manager to oversee the growth and development of ICT resources and infrastructure across the school which is so critical for our student's learning. The school staffing profile consists of -

- 25 FTE teachers, including 2 Principal class
- 4 FTE physiotherapists
- 4.4 occupational therapists
- 4 FTE speech pathologists
- 2 music therapists
- 2 registered nurses
- 44 education support officers
- 1 well being officer
- 1 ICT Manager .8

We remain committed to a distributive leadership model and developing the leadership capacity of all staff. In 2019 we were able to appoint a Leading Teacher to align with the Literacy priority in our Strategic Plan and appoint an acting Learning Specialist for one year. We introduced an ES Leadership role and now have one staff member overseeing the placement, professional learning and performance of our ES staff. We had active Consultative, Leadership, School Improvement and Professional Learning Teams in place across 2019.

In 2019 our overall school performance continued to be very high and saw the school placed in the 'Influence' Performance Group. We saw an increase in the Participation domain, with a 13.8% increase over the past three years. We were also able to maintain very high and high results in the School Climate domain, with 75% positive endorsement of Collective Efficacy and 67.7% positive endorsement in Academic Emphasis.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

KIS: To improve student learning outcomes through mentoring and collaboration in Professional Learning Teams.

To support the implementation of this KIS, our Professional Learning Team (PLT) structure was refined with a Learning Specialist/Leading Teacher leading each PLT, made of teachers with like groups of learners. Following feedback from 2018, we also introduced an additional PLT for graduate teachers and teachers new to Nepean. PLTs had an allocated session in their timetables for these meetings to occur each week.

Our intended outcomes were to embed the practice of formative assessment and to develop consistency and moderation of assessment data, which we partially achieved. As our PLTs began their work, developing an assessment template, it became apparent we needed to support some teachers in their assessment practice. This led to the creation of Assessment folders for each class, containing relevant assessments, PLTs were then able to work through these. A common assessment template was created to measure progress against ILP goals, 100% of teachers trialled this, with staff working with our complex learner cohort finding these most useful. We were also able to use teacher feedback to create a 'Term Overview' in Term 4, this listed when each assessment was due across the term. Staff feedback was that this was highly useful.

Our Staff Survey data in Teaching and Learning - Practice Improvement module surpassed our 82% target, with a 92.3% endorsement. Our score in School Climate - Academic Emphasis was also significantly higher (67.7%) than the special school mean of 53.3%.

Setting Expectations & Promoting Inclusion

KIS: To develop a common understanding of how each child communicates across the school.

To support the implementation of this KIS,

Our intended outcomes were that our staff will have increased knowledge and understanding of each student's communication goal's, their progress and how they can assist students to use their communication systems in multiple settings, these outcomes were achieved through the creation of a Data Wall. Our Data Wall showed where every child was on the communication continuum. The Speech Pathology team, in consultation with teachers, updated this data wall each term and collected statistics about how students were progressing. We were able to use this data to shape the way our speech pathologists and teachers worked with an external consultant each fortnight to develop students communication skills and how staff could work to develop these. One of our key learnings from this work was that our autonomous communicators are all students who use speech and that our students using AAC were not progressing through to autonomous communicators in the same way as our verbal students. This led to us focussing on how we could work with this student cohort. The senior speech pathologist undertook training in a new assessment, Roadmap of Communicative Competence (ROCC), which identifies how students are progressing towards autonomy across 10 different areas. The speech team were able to start using this assessment with selected students to pinpoint what areas we needed to focus on with those students for them to become autonomous communicators. How and when we use this assessment will be critical work in 2020.

Our Staff survey target in Collective Efficacy was 82%, with the data showing 75% endorsement. Our Collective Responsibility target was 90%, all staff showed an 88.2% endorsement, however the teacher/principal scores showed 90.1% endorsement, highlighting the impact the high number of ES staff have on survey data.

KIS: To implement a whole school literacy approach.

To support the implementation of this KIS, a Leading Teacher (Literacy) was appointed. This LT, along with our senior Speech Pathologist undertook a 5 day training program in Balanced Literacy. These staff worked closely with a consultant each fortnight to examine practice in every classroom, provide feedback and guidance for our teachers and speech pathologists running Balanced Literacy Sessions.

Our intended outcomes were that teachers would become more proficient in assessing students literacy skills and that students will have more differentiated literacy approaches. As staff became more confident in the Balanced Literacy program, students were provided with more regular opportunities for reading, writing and working with words.

Assessment kits for emergent literacy learners were created. We also invested in updated PM Benchmarks kits for conventional literacy learners. A staff meeting was set aside for professional learning with Nelson (Cengage Australia) to upskill teachers in undertaking running record assessments.

Our ATSS data shows that our students indicated strong agreement with statements in the Effective Teaching Practice for Cognitive Engagement domain, ranging from 82-88% positive endorsement.

Evidence Based High Impact Teaching Strategies

KIS: To implement the RRRR framework.

To support the implementation of this KIS, all our students the opportunity to participate in the Attitudes to School survey (ATSS) for the first time.

Our intended outcomes were that students sense of well being and resilience will improve and our levels of student engagement would increase. Our students used the 'easy English' template to complete the ATSS. Whilst our data revealed only 77% of students 'feel they belong at this school' which was less than our 90% target, and 84% of students indicating they like school, less than the 90% target, the Social Engagement domain of the ATSS remains high with the school stage transitions showing 100% positive result, trending upward. 81% of students indicated they feel 'connected to the school' which is higher than the special school figure of 75%.

Teachers continue to implement the RRRR framework within their Personal and Social Learning programs. 100% of students have Personal and Social Learning goals as part of their ILP. To support teachers implementing these programs, our Well-Being team undertook training in DrumBeat and Rock and Water self awareness programs.

Health & Wellbeing

KIS: To implement the SW-PBS to impact on social and emotional student learning.

To support the implementation of this KIS, we were able to appoint an Occupational Therapist experienced in SW-PBS and social and emotional learning.

Our intended outcomes were that staff would demonstrate skills and understanding of tier 2 SW PBS strategies and

that staff will demonstrate skills and understanding in implementing trauma informed practice in their classrooms. 100% of staff participated in a one day program on Trauma and its impact on development and learning. Our Well Being OT also collated and reviewed all our SW-PBS documentation and protocols, a Well Being team was formed and have commenced work on identifying what positive behaviour looks like in a variety of contexts across the school and compiling resources around Tier 2 strategies and responses. The Well Being OT working alongside teachers in classrooms to collect and analyse behaviour data and implement Tier 1 and 2 strategies to support students, which included school wide adopting of 'now and next' language, visual schedules and video modelling. Whilst working on Classroom Agreements, we decided to extend these to learning spaces beyond the classroom, such as specialist areas, the playgrounds and in Personal Care. 100% of school environments now have prominently displayed agreements about what learning looks like, sounds like and feels like for that space. We also aligned these agreements to our school rules so that students had concrete examples/models of the expected behaviours. All these agreements are presented in an accessible format.

Achievement

Much of our work in 2019 was anchored in our Strategic Plan goal 'to maximise student literacy and communication in all contexts across the curriculum' and key improvement strategy 'to develop a common understanding of how each child communicates across the school'. Our Senior Speech Pathologist and Leading Teacher (Literacy) were key drivers for this across the school. They continued to work closely with a specialist consultant to unpack what was happening in Literacy sessions in every classroom, provide guidance support and training for teachers and ES and collecting data. Their work included -

- planning an observation schedule for every class
- debriefing with the class teacher, and class speech pathologist
- identifying areas for further training
- planning and running training for staff, both formal (e.g. Running Records PD) and informal (e.g. lunchtime PODD chat group)
- modelling sessions and teaching strategies
- creating resources for use in classes
- sourcing appropriate assessment tools
- supporting teachers to ensure that every student was assessed with either Emergent Literacy Assessment or a PM Benchmark Assessment
- running a variety of training sessions for families

As a result of this work, a data wall was created that showed every student's communication competence and whether they were emergent or conventional literacy learners. The data wall was updated each term, analysed and compared.

Some of our key learning across the year were -

- students moved quickly from 'beginning communicator' to 'emergent communicator' (8% in Term 1, 2% in Term 2, 1% in Terms 3 & 4)
- the 'transitioning communicator' stage had most students each term (42% in Term 1, 43% in Term 2, 53% in Term 3, 60% in Term 4)
- all our 'autonomous communicators' use verbal language

This led to rigorous discussion about our students who use augmentative and alternative communication (AAC) to communicate. Why weren't they progressing through to becoming autonomous communicators? What were the barriers and how can we break these down? We see the ROCC assessment as being a vital tool in helping us understand where students will need support to become 'autonomous communicators'. The assessment was trialled with a number of students across the school and we were able to use their data to make immediate changes in the way we worked with them, for example one domain in the ROCC assesses 'responsible for system availability at all times' and we realised that by staff packing up and carrying devices between school settings, we were inadvertently taking this responsibility away from the student. By making this the student's responsibility, we are encouraging their independence and helping them realise the importance of their voice. Using the ROCC on students across the school will be a priority moving forward.

In relation to our target of 87% of students achieving 'good' or above in English, 94 (70%) of our students achieved this

in their end of year reports. Whilst under the target, it is important to note that the semester cycle of Individual Learning Plans can see new goals put in to an ILP in the second part of the year. Having only 6 months to work on this goal may not be enough time for some students to develop consistency and competence at the 'good or above level'. When we extrapolate semester data, we can see student progression in English, for example in Semester 1 3 students were working at Level A, in Semester 2 only 1 student was working at Level A. Similarly, 10 students were working at Foundation level in Semester 1, and 5 students in Semester 2, however Semester 2 data showed increases in Levels 2:00, 2:50, 3:00 and 3:50. So although our target was not met, it is clear that students are making incremental gains in all strands of English.

All students at Nepean are funded through the Program for Students with Disabilities. Their learning progress is assessed through both formal and informal tools. The most important part of this process is moderation, where teachers and therapists discuss what a particular child's learning looks like in different contexts across the school, identify enablers and barriers to that child's learning and strategies to support them. Out of a total of 1,352 individual goals (for all students), only 38 of these goals (across the curriculum) were recorded as making 'little progress' (2.81%).

Engagement

As part of our work implementing the Resilience, Rights and Respectful Relationships framework in 2019, we introduced a new way of representing Personal and Social Learning in our Individual Learning Plans, with clear links back to the Victorian Curriculum. It was important to take this step to ensure we covered the breadth of the curriculum for all our learners. The four strands of the Personal and Social Learning Capability are covered across the year, with teachers being able to select the content descriptor at the curriculum level for each individual child, this is included in every student's ILP. In the end of year report, teachers comment on student's learning within the capabilities and include a photo of the student demonstrating their achievements.

Staff continued to build their skills in delivering the RRRR framework through activities and sharing at weekly staff meetings. These curated activities allowed staff to experience them first hand and share ideas of how they could be modified and adapted for different learner cohorts. Staff began looking at the Gender and Identity and Positive Gender Relations topics more closely, we need to continue to explore these resources to find the best approach for our students.

We continued to implement a variety of programs to develop student's social and emotional learning, these were highlights of the school year and included -

- House Sports events each term, run in partnership with Frankston High School Sports Leadership group, these team events helped build cross age peer relations, develop play and communication skills, develop social engagement and the opportunity to have some fun!
- Music Festival, in conjunction with St Bede's College and local musicians, this day provided structured and unstructured opportunities for students to engage in music together. One of the most popular parts of the day was the 'roving musicians' in the bus bay at the end of the day.
- lunchtime clubs, these clubs were set up by students and run with supervision during the lunch break. We ran a Courage Club, Lego Club, Gaming Club, Glee Club and School Band. For the first time we also introduce a Junior Glee Club for younger students. Our Wellbeing Officer also ran a community event each term. These were hugely popular with students, staff and families alike. Along with a BBQ lunch, a disco and a market day, there was also a Talent Show which saw students and their families performing across an afternoon showcasing their amazing juggling, acrobatic, singing, dancing, drumming and drama skills.

Due to the significance of student's health and disability needs, many students experienced prolonged absences due to orthopaedic/neurological surgeries, seizure episodes, infections, organ failures, pneumonia and influenza. Our process during these times, is for the teacher and registered nurse to maintain regular contact with the family and medical teams as appropriate. Teachers also strive to maintain a connection between students by facilitating video/voice calls. We plan student's return to school following hospitalisations carefully, using strategies including altered attendance and timetables. Going forward, we see the creation of a teaching role specifically to maintain home/school links during hospitalisations and recovery at home, as a pivotal part of our engagement and wellbeing strategy.

Across 2019 we also started to explore the impact of positioning (of the student) on both their engagement and learning outcomes. The consultant worked with our Occupational Therapy team and classroom teachers to review how every student was positioned for learning and what we could do to optimize their learning. As we worked alongside our consultant it became clear we needed to undertake significant work to ensure that every student could be appropriately positioned for their learning. Despite extensive investigation of classroom furniture, there was nothing commercially available to suit the needs of our students. We sourced an interstate company with expertise in classroom furniture for students with disabilities and had tables custom made. Student's were prescribed a work surface (height, dimensions, cut out, tilt, contrast) and a class chair as appropriate. With the support of the external consultant we also analysed how students access their learning and what supports they need, from physical supports (grab bars and arm gaitors) to technology supports (switches, mounts, interface boxes). This work led to every child using alternate access to having an individualized 'kit' made up with everything they need for learning. This kit goes everywhere with student so they can be set up for learning in any school environment. Along with benefits for student's learning, we have been able to share this work with families who can then use these strategies at home, providing consistency for students but also support for families, this will continue to be a focus in 2020.

Wellbeing

We continue to work developing and refining our approaches to School Wide Positive Behaviour Support. We have a strong SW-PBS team made up of teachers, therapists and education support staff, who meet regularly and are developing behavioural expectations for all the areas across the school. Each classroom, specialist area and learning space across the school has a classroom agreement which outline what learning looks like, sounds like and feels like in that space, presented in an accessible format for all students. We have worked together to create a document which outlines the skills, values, attitudes and behaviours that align with our school rules, and identifies key skills for explicit teaching for each rule.

In 2019 we used the accessible format of the Attitudes to School Survey and had our highest number of respondents. Whilst the accessible format provided clarity and understanding for some cohorts of students, it was still visually complex for many of our learners. Adapting this to provide a technology based option, with text to speech output, one question per page and a variety of access methods for completion, will enable more of our students to meaningfully participate. The Social Engagement domain shows little variance between genders, with boys (83%) and girls (80%) happy to be at this school and 81% of students feeling connected to our school, this is significantly higher than the statewide special school score of 75%. When we analyse the data for the Student Safety domain, despite 77% of girls responding that they feel safe at school, it becomes evident that we need to further support our female learners to empower them to seek support dealing with bullying, with only 63% of female students responding positively to 'I know where to get help if someone hurts me or if I feel upset'. Unpacking this with our female learners will give us insight into which parts of our processes we need to improve, how and why.

We are committed to improving student voice and agency in our school. In 2019 our school captains were part of our School Council, attending evening meetings when they could. Our Student Representative Council continued to be active, organizing fund raising events, working with students in other school, speaking with visitors, leading school tours, gathering the thoughts and opinions of their peers and providing feedback to the school Principal. We would like to extend opportunities for students to be actively involved in their learning by involving students creating their own ILP goals and leading one Student Support Group meeting. We will seek student involvement in establishing a continuum of learner traits and characteristics to use in our reporting.

Our plans for the future include bringing in the expertise of a psychologist to work as part of this team, re-visioning our whole school Assembly, aligning our student of the week certificates to our school rules, further learning for staff around Tier 2 and 3 interventions, formalizing well being data collection and partnering with the regional SW-PBS practitioner.

Financial performance and position

This year we were able to maintain a surplus, which will support us in meeting the costs of 2020. We also have a number of key projects which need to be undertaken to ensure the health and well being of our students and staff, including undercover walkways to portable classrooms and shade areas in the playgrounds.

During 2019, in line with our Strategic Plan, our large expenditure items have been height adjustable desks, prescribed seating and switch kits to build our students access to learning. We have also invested heavily in consultancy and Learning Specialists to support student and staff learning in these areas. To lead the implementation and further development of Schoolwide Positive Behaviour Support (SWPBS), we also were able to invest in the employment of a specialist Occupational Therapist as well as a School Psychologist which has been exciting and assisted us in gaining momentum in moving toward SWPBS Fidelity.

We received nearly \$30,000.00 in Equity Funding and this has contributed to the cost of employment of these key personnel to lead our SWPBS initiative.




For more detailed information regarding our school please visit our website at
www.nepean.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 133 students were enrolled at this school in 2019, 57 female and 76 male.

9 percent were EAL (English as an Additional Language) students and 3 percent 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>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>

Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>32.9</td> <td>35.9</td> <td>33.7</td> <td>35.2</td> <td>34.4</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	32.9	35.9	33.7	35.2	34.4
Year	2016	2017	2018	2019	4-year average								
Average absence days	32.9	35.9	33.7	35.2	34.4								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>ND</td> <td>100.0</td> <td>100.0</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	ND	100.0	100.0	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, 2019

Revenue	Actual
Student Resource Package	\$7,625,611
Government Provided DET Grants	\$1,178,947
Government Grants Commonwealth	\$8,498
Government Grants State	\$9,725
Revenue Other	\$170,432
Locally Raised Funds	\$64,222
Capital Grants	\$20,000
Total Operating Revenue	\$9,077,435

Equity ¹	
Equity (Social Disadvantage)	\$29,028
Equity Total	\$29,028

Expenditure	
Student Resource Package ²	\$7,018,949
Books & Publications	\$37
Communication Costs	\$8,932
Consumables	\$93,558
Miscellaneous Expense ³	\$220,301
Professional Development	\$38,582
Property and Equipment Services	\$429,770
Salaries & Allowances ⁴	\$287,956
Trading & Fundraising	\$4,843
Travel & Subsistence	\$13,436
Utilities	\$67,086
Total Operating Expenditure	\$8,183,451
Net Operating Surplus/-Deficit	\$893,984
Asset Acquisitions	\$113,002

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$414,370
Official Account	\$55,034
Other Accounts	\$0
Total Funds Available	\$469,404

Financial Commitments	
Operating Reserve	\$175,529
Asset/Equipment Replacement < 12 months	\$240,000
Capital - Buildings/Grounds < 12 months	\$210,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Total Financial Commitments	\$665,529

- (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.