

2017 Annual Report to the School Community



School Name: Tyrrell College

School Number: 5403



- 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 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 08 May 2018 at 10:14 AM by Natalie Mouvet (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 08 May 2018 at 04:18 PM by Alison McClelland (School Council President)



About Our School

School Context

Tyrrell College, a Prep to Year 12 school, is located in the small Mallee town of Sea Lake which is about 400 kilometres North West of Melbourne. The closest rural centre of significant size is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The local economy and demography is affected by the range of factors that impact on farming, including extremes in climate and the consolidation of farms into larger scale operations in contexts of increased use of technology and economies of scale. The small student numbers provide a platform for relationship building between students and between students and teachers. Teachers have opportunities in this small school context to know students well, to spend more individual time with students, and to personalise learning for every student. Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, College productions, camps and excursions, public speaking and inter college sports. The college has excellent facilities set in a large, well maintained precinct. A community complex on site provides for sporting and cultural activities and a Building the Education Revolution funded primary wing is an outstanding facility. The College has, over some years, had a strong focus on agricultural opportunities for students. In 2011 the school was recognised for its achievements and forward thinking with a National Australia Bank Schools First National Award (\$500 000). Through this program the College is agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake with VCE and VET students having opportunities in food and livestock production with some related opportunities for P-6 students, Year 8s as a core subject and Year 9-12 as an elective.

Our mission is to provide our students with high quality education and support their pathways to further education, training or work. The parents, community, staff and students have "High expectations" of the College and the outcomes it provides for the students.

Our three pillars are the development of high quality teaching and learning practices where learning is differentiated and progress is evidence based, relationships between all community members are embedded and aligned with the College values of Respect, Honesty and high levels of Trust, and our partnerships with the wider Community and parents are an essential and vital part of the College's operation.

Framework for Improving Student Outcomes (FISO)

In 2017 Tyrrell College focused on the following FISO areas

Building Practice Excellence –

- Development of a whole school agreed Instructional model agreed to and implemented into all classrooms.
- Develop a data culture across the College in all years with an evidence based approach to teaching and learning

Curriculum Planning and Assessment

- Documentation of whole school curriculum planning and assessment using newly developed curriculum templates for all KLAs from P to 10 Victorian Curriculum
- Document scope and sequence and unit plans of capabilities P to 10 as part of the Personal Development Program
- Document and integrate careers, goal setting and values program as part of Career Action Plans to years 7 to 12

Achievement

At P-6 the student achievement for Teacher Assessment is similar to like schools in English and Mathematics. Results for NAPLAN Grade 3 Reading and Numeracy are higher than the state median in. NAPLAN four-year average are similar to the state median for Reading and Numeracy.

The four-year average in NAPLAN Grade 5 Reading and Numeracy are similar to schools for and to the state median. The learning gain for Year 3 to Year 5 students was in the medium and high bracket for Reading. There is little growth into the High bracket in Numeracy, Spelling and Grammar and Punctuation where. Writing has improved significantly with two thirds of students in the High bracket.

Results for teacher judgement of students in Years 7-10 are higher to like schools for English but lower in Mathematics. NAPLAN results for Year 7 indicate English is slightly higher and considerably higher in Numeracy than the state median. At Year 9 Reading and Numeracy results are similar to like schools.

In Year 7 the four-year average indicates that Reading and Numeracy is similar to like schools but at Year 9 the 4 year average indicate results that are lower than state results. The VCE results show the student achievement in the last four years is similar to that of like schools and the state median. The mean Study Scores for 2017 were similar to that of the State Median. 100% of students completed VCE and VCAL 69% of Year 12 students undertook VET with 94% satisfactorily completed.



Engagement

In 2017, students at all year levels attended above 90% of the time. The four-year average on attendance of P-6 students was similar schools to other schools in the state and higher than the state medium at Years 7-12. The four year average was similar to other schools in state from Prep to Year 12.

Tyrrell College has maintained an excellent record in its student retention from Years 7- 10, achieving levels well above similar schools in 2017 and its results are similar to other schools in the state for the four-year average. Students exiting to further study or full-time employment is also a strength of the College with data showing the College achieving similar levels as the state. The four year trend shows that exit destinations are above the state average.

Wellbeing

The 2017 Wellbeing program continues to build upon many of the strategies implemented in previous years with the results in the Student Attitude to School Survey– School Connectedness placing Tyrrell College above the state median. Tyrrell College achieved higher than similar schools in the state in its management of bullying.

Respectful Relationships training began in 2017 for teachers, this program raises awareness about language and high expectations in the prevention of bullying and domestic violence.

Better Buddies Program at P/1 and 5/6, system to improve communication between home and school, anti-bullying and associated home group activities on this theme and cyberbullying workshops and forums.

Communication was still a major theme of the wellbeing team with the continuation of Compass to assist in tracking, profiling and supporting our students as well as providing a parent communication and information portal. This was further supported by the use of; the school app, website, compass, school newsletter and individual student diary to improve communication between home and school.

Student wellbeing was supported by a wellbeing team including staff from each subschool, the College Chaplain and Nurse who oversaw the wellbeing and welfare programs and support which was assisted by State Schools Relief funding and school uniform program.

For more detailed information regarding our school please visit our website at

www.tyrrell.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 164 students were enrolled at this school in 2017, 68 female and 96 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <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>



(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>NAPLAN Year 3</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>● Higher</p> <p>● Similar</p> <p>● Higher</p> <p>● Similar</p>
<p>NAPLAN Year 5</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>● 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>NAPLAN Learning Gain 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;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>78%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>22%</td> <td>67%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>67%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	67%	33%	Numeracy	11%	78%	11%	Writing	11%	22%	67%	Spelling	22%	56%	22%	Grammar and Punctuation	22%	67%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	11%	67%	33%																							
Numeracy	11%	78%	11%																							
Writing	11%	22%	67%																							
Spelling	22%	56%	22%																							
Grammar and Punctuation	22%	67%	11%																							



(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>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> <p>School Comparison 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 1040 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>96 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>97 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	96 %	92 %	93 %	94 %	97 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	96 %	92 %	93 %	94 %	97 %	93 %										



(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>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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>	



(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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</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>NAPLAN Year 7</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>NAPLAN Year 9</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>● Similar</p> <p>○ Lower</p> <p>● Similar</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>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>Reading</p> <p>23 % Low 69 % Medium 8 % High</p> <p>Numeracy</p> <p>8 % Low 46 % Medium 46 % High</p> <p>Writing</p> <p>15 % Low 62 % Medium 23 % High</p> <p>Spelling</p> <p>31 % Low 38 % Medium 31 % High</p> <p>Grammar and Punctuation</p> <p>15 % Low 54 % Medium 31 % High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>Reading</p> <p>12 % Low 82 % Medium 6 % High</p> <p>Numeracy</p> <p>19 % Low 50 % Medium 31 % High</p> <p>Writing</p> <p>18 % Low 71 % Medium 12 % High</p> <p>Spelling</p> <p>12 % Low 59 % Medium 29 % High</p> <p>Grammar and Punctuation</p> <p>18 % Low 59 % Medium 24 % High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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</p> <p>0 50</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>0 50</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 69% VET units of competence satisfactorily completed in 2017: 94% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 100%</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>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> <p>School Comparison 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" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	91 %	91 %	94 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	91 %	91 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</p> <p>● Similar</p>												
<p>Exit Destinations</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>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Higher</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>Students Attitudes to School - Sense of Connectedness</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>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>● Higher</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)

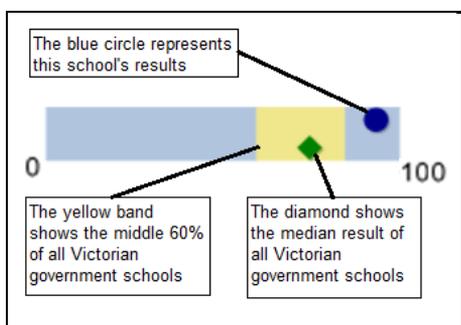
Engagement

- 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).

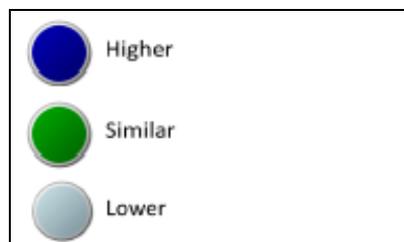


What does *School Comparison* refer to?

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

The 2017 financial statement shows a surplus with funds put aside for the development of a Primary School shade structure and hay shed. There is also money allocated for assets/equipment replacement and for the development of the Agriculture Program. The school received a \$25,000 shade sail grant and a \$26,000 RAIP grant to fund professional development that will inform the development of the instructional framework. Equity funding was spent on the implementation, including employment of staff, of the intervention learning programs in literacy and numeracy. There was no extraordinary revenue or expenditure.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,819,514	High Yield Investment Account	\$171,716
Government Provided DET Grants	\$526,490	Official Account	\$80,077
Government Grants Commonwealth	\$34,850	Other Accounts	\$555,930
Revenue Other	\$98,793	Total Funds Available	\$807,723
Locally Raised Funds	\$226,352		
Total Operating Revenue	\$3,705,999		
Equity¹			
Equity (Social Disadvantage)	\$80,530		
Equity (Catch Up)	\$4,534		
Equity Total	\$85,064		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,618,553	Operating Reserve	\$128,074
Books & Publications	\$1,125	Asset/Equipment Replacement < 12 months	\$96,000
Communication Costs	\$12,129	Capital - Buildings/Grounds incl SMS<12 months	\$103,000
Consumables	\$126,085	Maintenance - Buildings/Grounds incl SMS<12 months	\$65,870
Miscellaneous Expense ³	\$161,118	Revenue Received in Advance	\$8,000
Professional Development	\$25,019	School Based Programs	\$310,580
Property and Equipment Services	\$278,921	Provision Accounts	\$12,594
Salaries & Allowances ⁴	\$96,859	Asset/Equipment Replacement > 12 months	\$83,605
Trading & Fundraising	\$28,760	Total Financial Commitments	\$807,723
Travel & Subsistence	\$125,505		
Utilities	\$60,365		
Total Operating Expenditure	\$3,534,438		
Net Operating Surplus/-Deficit	\$171,561		
Asset Acquisitions	\$47,962		

(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.