

2017 Annual Report to the School Community



School Name: Timboon P-12 School

School Number: 6260

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Timboon P-12 School is classified as a remote school as it is 53 kilometres from the nearest provincial centre and it is serviced by a very limited public transport system. It is in the heart of a buoyant dairy industry that has experienced several economic down turns. The school is close to tourist destinations along the Shipwreck Coast and this provides employment in the hospitality industry. Our school has steady enrolments with approximately 460 students. A newly designed P12 school is currently being built and refurbished. A focus of these newly designed learning areas will be to promote and support high levels of learning for all students. The school will continue to develop programs and publications to foster a motivated, aspirational, high achieving attitude in all students and families.

The school mission is to ensure strength through understanding by providing high levels of academic, social & emotional learning for all our students. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback.

Curriculum initiatives include the Café Reading Menu, VCOP Writing, an Early Years Numeracy program, an extensive list of VCE subjects, a strong VCAL program that offers foundation, intermediate and senior certificates and a wide selection of VET subjects. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program and unit system address the Australian and Victorian curriculum domains. Specialist P-6 and 7-12 teachers provide targeted instruction in designated areas including the Arts, Library instruction and Physical Education. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our Rock Bands Program. Strong links with community and families have been identified as a key whole school priority. Examples of success in these areas include the establishment of the TAP (Timboon Agriculture Project) and the real life opportunities it provides as well as the Timboon P12 community library and the many programs it offers. Leadership opportunities for students exist throughout the school ranging from House Captains, School Captains and SRC members. We believe in giving every child the opportunity to be a leader. A comprehensive transition program runs between years K-12 which ensures students are supported in their transition into, through and from school.

The school strives to establish and maintain an inclusive environment that promotes honesty, integrity, effort, respect and encouragement. Families value an open door policy where relationships are based on trust and mutual respect and the contributions of all are valued and acknowledged. Through the implementation of the School Wide Positive Behaviours Framework (SWPBS) and in consultation with its community, the school is implementing three chosen values: Respect, Commitment and Empathy. Timboon P-12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. The school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best opportunities for success.

Framework for Improving Student Outcomes (FISO)

Over the past 12 months the school has focused on a number of improvement initiatives which include:

Excellence in Teaching and Learning:

- VCOP has been further introduced and implemented P-10
- The continuation of the COI (Cycle of Inquiry process) P-10 has enabled professional collaboration, reflection and planning to improve teaching and learning practices. Data analysis, curriculum planning & assessment specific to Literacy & Numeracy
- Introduction of the Growth Pilot Project- Reading (Year 3-7)
- Introduction of Literacy Learning walks in P-6 Building leadership teams:
- Embed a collaborative team structure targeting key groups such as the P-6/7-12 Sub Schools, Teaching and Learning and Engagement and Wellbeing meetings. Scheduled meeting time for reflection, professional engagement and professional reading – PLC meeting structure designed, developed and implemented.
- Development and implementation of the Victorian Curriculum. Structured Teaching and Learning meeting time has been provided for all PLC's (Year level/Domain Areas) to revise and further develop the curriculum continuum, scope and sequence and lesson delivery. All curriculum documentation has been uploaded and available on goggle docs so that it is easily accessible and consistent. All staff PDP's have been aligned to curriculum development goals and expectations.
- Development and implementation of consistent rubrics assessment to all key learning tasks. This assessment strategy has been supported by several PD (Michael Francis) days and in Teaching and Learning meetings.

Professional Leadership:

- The leadership team has engaged in professional learning through BASTOW- Coaching for Leadership Teams. This has enabled the school leadership team to reflect on their behaviours, set goals that align to school improvement and build their leadership capabilities. The school leaders have ensured a safe learning environment and provided protocols for input and



feedback to reflect the schools values and achievement of the school vision. This has been demonstrated through the implementation of the Engagement & Wellbeing meeting structure and the implementation of SWPBS (Tier 1), the development of a behaviour & expectation matrix and the implementation of the new school values: RESPECT, COMMITMENT & EMPATHY. The school has implemented and trialled the new meeting norms and purposely engaged staff in learning activities during PLC meeting time.

Positive climate for learning:

- The school code of conduct has remained under review to provide further scope and engagement in inclusive and improved behavioural/expectation based frameworks such as SWPBS in order to support and improve school practices. A new school mission and vision has been implemented and promoted to the school community. A new behaviour/expectation matrix has been developed to align with the school vision, mission and values. Reasonable adjustments are made for all students to achieve success. The introduction, development and creation of student snapshot (Compass insights) for every student in the school has attempted to create a live MIPs document that focusses on every student's individual interests, passions, aspirations, learning & wellbeing/social needs.

Community engagement in learning:

- There are a number of school formalised partnerships/activities with parents/carers and industries that promote and strengthen student learning opportunities and celebrate student achievements. The TAP (Timboon Agriculture Project) has seen the development of a unique school/community engagement model. It is a school/industry partnership initiative through which businesses and community members' support and work with Timboon P-12 School's teaching staff to integrate agriculture and STEM/Food Technologies into the curriculum.

Achievement

In 2017, Timboon P-12 School NAPLAN results showed steady improvement in most areas across years 3, 5, 7 and 9. The only area that did not demonstrate learning improvement was Year 5 Numeracy. It was also pleasing to note the similar or better than state results in NAPLAN were achieved across the school in all year levels in Reading and Numeracy:

The improved reading results in Year 3, 7 and 9 demonstrate that our focus on literacy and reading instruction is delivering improved learning outcomes. The continued high achievement in NAPLAN Numeracy in Year 3, 7 and 9 is exceeding the range of results for the middle 60% of Victorian Government schools.

The teacher judgment of student achievement (percentage of students in Years P-6 working at or above age expected standards) in English and Mathematics was above the state average. The teacher judgment of student achievement (percentage of students in Years 7-10 working at or above age expected standards) in English and Mathematics was also above the state average. A continued focus on formative assessment and the transformation to a more formal online reporting system in 2018 will aim to support a continued improvement in this area.

NAPLAN Learning gains in Year 3-5 demonstrated a high percentage in Reading, Numeracy and Spelling. NAPLAN Learning gains in Year 5-7 demonstrated a high percentage in Writing and Numeracy. NAPLAN Learning gains in Year 7-9 demonstrated a high percentage in Numeracy, Spelling and Grammar and Punctuation. The four-year trend in NAPLAN Numeracy results for Years 7 and 9 are higher than the state average. The four year trend in NAPLAN Reading results in year 7 and 9 are also higher than the state average. These results were achieved through the analysis of individual student data, collaborative practices and targeted teaching, planning and learning goals

The VCE study scores again demonstrated improvement from 2016 with the 2017 results similar to the state average or above in most subject areas. There were a significant improvement in the English study mean. 100% of VCE and VET units were successfully completed. VCAL is offered at Years 11 and 12 and a 96% completion rate was recorded. Strong support is provided to students through regular lunchtime and holiday tutorials in most subject areas. Mini Lit was introduced in the P-2 area of the school in 2017. Students with special needs are well supported by Educational Support Staff and a Special Needs Coordinator. Individual pathway interviews take place for all students in Years 10 to 12. Students who have English as a second language (E.A.L) are well supported by a trained E.A.L or visiting oral language teacher. 2017's positive results are due to a wide range of programs that have been developed and refined over the years and staff commitment.



Engagement

Student Attendance data was at the state median for Years P-6 and above the state Years 7-12. Attendance at all P-6 year levels was recorded at 90% or above. All 7-12 year levels on average were close to or above 90%. The introduction of the School Compass Manager system and the collaborative focus on the school's absence policy and procedures through by the Engagement and Wellbeing teams, has strengthened the schools approach to attendance.

The 2017 Student Attitudes to School 'sense of connectedness and management of bullying' results in Years P-6 were below the state average.

The 2017 Student Attitudes to School 'sense of connectedness and management of bullying' results in Years 7-12 were well above the state average.

The introduction of the SWPBS, Kids Matter program and the Timboon Agriculture Project (TAP) focus on developing community connections and a greater sense of belonging. These initiatives have assisted in developing a more child/parent/community friendly school environment. The school maintains an up-to-date web page and school Facebook page, which gives a daily update on activities being held at the school that has generated greater communication between the school and the school community. Posted items often reach 1,000 viewings. The introduction of the School Compass Manager system has also improved communication.

Through the school review process and in consultation with the school community, the SWPBS Framework (Tier 1) was introduced. This included the introduction of the new school values: Respect, Commitment and Empathy. In addition to this a new behaviour and expectation matrix was implemented.

Wellbeing

Our students benefit from the services of Circle Time, Student Leadership programs, Peer Support, the Building Resilience In Corangamite Kids (BRICKS) program and a two-step approach to student discipline. The time fraction of the part time student welfare officer was increased to two days per week in 2017. Our clearly outlined approach to whole school behaviour is strongly supported by School Council. The school engagement policy continued to be implemented to support programs that develop the skills, knowledge and attitudes of students to their maximum potential – incorporating consistent agreed practices P-12 that focused on building community connectedness, providing cultural activities, improving personal development, providing health promotion and harm prevention programs delivered by trained staff and health promotion agencies.

This policy is currently being reviewed and other Engagement & Wellbeing Frameworks such as SWPBS (Tier II) are being investigated and implemented to clearly articulate the school's values and rest the school's expectations. In addition to this the school continues to implement Compass School Manager to use the Chronicle feature to record student incidents and highlight student achievements. In addition to this, end of term assemblies have been implemented to highlight and acknowledge student academic, work effort and demonstrated positive behaviours aligned to our school values.

Students are assigned to house teams through which they compete in athletic competitions and work as a team to support the Student Leadership team and the SRC. An extensive electives program for students in Years 7-10 has supported the development of a positive school culture. Timboon P-12 School has a range of transition programs in place to support the various stages of learning. The transition of Kinder students into the Prep year is supported by a program that begins in the second term of each year. This is supported by a positive collegial relationship between Kinder and School staff. A high proportion of students commencing Year 7 come from our Year 6 cohort. They are familiar with the buildings, grounds and teachers. Our extensive transition program offers several 'getting to know you days', 'a taste of Secondary' and an open night. The result is a seamless and well supported transition program.

For more detailed information regarding our school please visit our website at
<http://www.timboonp12.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 439 students were enrolled at this school in 2017, 207 female and 232 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 1 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>● Similar</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> <p>● Similar</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 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>39%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>74%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>69%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	53%	25%	Numeracy	32%	39%	29%	Writing	13%	74%	13%	Spelling	28%	47%	25%	Grammar and Punctuation	22%	69%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(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>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="553 913 1036 1003"> <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>90 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	93 %	93 %	90 %	94 %	93 %	<p> Similar</p> <p> Similar</p>
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(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> 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>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> Similar</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: ◆

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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>49%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>49%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>64%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	49%	19%	Numeracy	9%	49%	43%	Writing	31%	44%	25%	Spelling	28%	56%	17%	Grammar and Punctuation	17%	64%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Results: 2014 - 2017 (4-year average)</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: 31% VET units of competence satisfactorily completed in 2017: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 96%</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: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>91 %</td> <td>88 %</td> <td>89 %</td> <td>84 %</td> <td>88 %</td> <td>91 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	89 %	84 %	88 %	91 %	<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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	89 %	84 %	88 %	91 %									
<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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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 style="text-align: center;">No Data Available</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">No Data Available</p> <p style="text-align: center;">● Similar</p>												



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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>
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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)

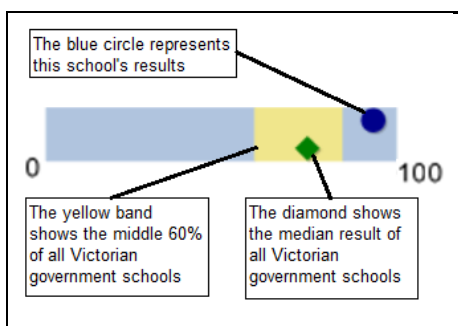
Engagement

- 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).

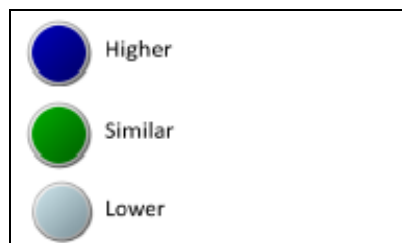


What does *School Comparison* refer to?

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 financial position of Timboon P-12 School has successfully turned around and strengthened. 2017 resulted in a surplus being recorded (\$140,970). This was due to attrition, reduced time fractions, management of excess staff and strategic, rigorous financial management of the cash budget. Currently Timboon P-12 School is holding reserves for substantial capital works:- new secondary building and the Corangamite Cluster Trade Training Centre (\$710,226). The school community continues to be actively involved in supporting the provision of high quality learning environments and resources through fundraising events throughout the year. The Timboon Agriculture Program (TAP) attracts funds through donations to support the employment of a co-ordinator.

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	\$4,471,165	High Yield Investment Account	\$1,256,757
Government Provided DET Grants	\$644,468	Official Account	\$171,788
Government Grants State	\$9,725	Other Accounts	\$113,647
Revenue Other	\$649,472	Total Funds Available	\$1,542,192
Locally Raised Funds	\$592,250		
Total Operating Revenue	\$6,367,081		
Equity¹			
Equity (Social Disadvantage)	\$116,046		
Equity (Catch Up)	\$14,634		
Equity Total	\$130,680		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,329,167	Operating Reserve	\$187,143
Books & Publications	\$10,323	Asset/Equipment Replacement < 12 months	\$22,000
Communication Costs	\$11,918	Capital - Buildings/Grounds incl SMS<12 months	\$725,000
Consumables	\$142,967	Maintenance - Buildings/Grounds incl SMS<12 months	\$86,570
Miscellaneous Expense ³	\$309,379	Revenue Received in Advance	\$2,670
Professional Development	\$11,288	School Based Programs	\$408,178
Property and Equipment Services	\$269,967	Provision Accounts	\$60,700
Salaries & Allowances ⁴	\$250,752	Other recurrent expenditure	\$49,931
Trading & Fundraising	\$76,143	Total Financial Commitments	\$1,542,192
Travel & Subsistence	\$2,592		
Utilities	\$101,388		
Total Operating Expenditure	\$5,515,885		
Net Operating Surplus/-Deficit	\$851,196		
Asset Acquisitions	\$41,160		



- (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.