

# 2019 Annual Report to The School Community



**School Name: Albany Rise Primary School (5427)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 19 March 2020 at 09:00 PM by Judith Drew (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 20 March 2020 at 12:39 PM by Ben Rowe (School Council President)

## About Our School

### School context

The Albany Rise Primary School learning community is committed to achieving excellence and continued improvement in educational outcomes whilst building a positive school culture with high expectations. Working alongside our parents and community members, we deliver a highly engaging instructional program, fostering a long-term love of learning in a safe and caring environment. Our school's mission is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century.

Our motivated and caring staff work closely with all our families to develop a highly personalised program for each student. Our core values of 'Respect, Resilience and Responsibility' promote prosocial behaviours in a supportive and inclusive school community. During 2019, we focused our efforts across the school to deliver a consistent and rigorous approach to learning, aimed at increasing the learning growth and engagement for all students in Literacy and Numeracy. We aligned our work with Strategic Plan Key Improvement Strategies, including; establishing a distributed leadership structure, developing a professional learning (leadership) program, developing the capacity of all staff to implement targeted school improvement strategies and the rigorous use of student performance data and evidence to inform planning, delivery, and assessment of a point of need, differentiated curriculum.

In 2019, the school's dedicated and enthusiastic staff consisted of: 2 Principal class members, a Learning Specialist, a Student Welfare Officer, 14 classroom teachers, 4 specialist teachers, literacy and numeracy intervention and extension staff, a library technician, 2 administrative staff and 9 Education Support Staff. Situated in Mulgrave, our school community benefits from close affiliations with network primary and secondary schools, including a staff Community of Practice, enabling joint whole staff professional learning sessions each term with 5 nearby schools during 2019.

The broad social and multicultural demographic of our school community allows students to benefit from the learning and cultures of many different family backgrounds. In 2019, our student population averaged close to 305 students, with some short term and longer term international students accessing school programs during the year. Our class composition was predominantly single year levels in 2019, with one of the 14 classes a composite class.

Albany Rise Primary School is accredited under the Department of Education and Training's CRICOS registration (CRICOS provider name and code: Department of Education and Training, 00861K). For further information refer to [www.study.vic.gov.au](http://www.study.vic.gov.au)

### Framework for Improving Student Outcomes (FISO)

In 2019, Albany Rise Primary School focused on implementation of Key Improvement Strategies related to the FISO (Framework for Improving Student Outcomes) dimensions of Curriculum Planning and Assessment, Building Practice Excellence and Setting Expectations and Promoting Inclusion. This included the following Key Improvement Strategies (KIS)

- Implement a highly effective and differentiated assessment and planning approach for teaching and learning
- Embed the school's instructional model and reflective pedagogical practices school wide to enhance learning growth.
- Implement a school wide approach to ensuring a safe, supportive and inclusive learning environment, where students will be motivated, collaborative and productive.

To support implementation of these KIS, accessing evidence based practice, in the form of Professional Learning Community (PLC) processes was a fundamental action. Assessment Leader, PLC leader and Professional Learning Team leader roles were allocated to experienced staff who then worked with both regional coaching staff and the School Improvement Team to develop and implement action plans aligned with the school's Annual Implementation Plan (AIP) actions, goals and targets.

The ongoing development of effective practices and processes for collaborative planning, student assessment and staff reflection and review of teaching impact was priority in 2019, with a particular focus on Reading instruction. The targeted provision of access to relevant data, training and ongoing support allowed for effective implementation of these plans. Staff opinion survey data showed increased results in areas of academic emphasis, collective efficacy, teacher collaboration, professional learning and collective responsibility compared to 2018.

## Achievement

Our School Strategic Plan goal to maximise student performance and learning growth in literacy and numeracy has continued to be the central focus for our curriculum planning, implementation, assessment and review of impact in 2019.

Teacher Judgement data for 2018 (Sem 2) to 2019 (Sem 2) shows student growth in all year levels has been predominantly positive, with students in Year 2 identified as having the highest number of students at or above expected growth for the year, particularly in Reading (all students achieving 12 months growth in several learning areas). Students in Year 6 had the most students above the expected level of growth in both English and Mathematics, based on Teacher Judgements. Data also shows Teacher Judgement outcomes for students progressing from Year 3 to Year 4 have growth that is significantly slower than expected, particularly in Mathematics. No year level cohort met the AIP goal of all students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics, with the greatest deficit in the year 4-6 cohorts. This will be strategically addressed in the 2020 AIP and team action plans. Collectively, from Foundation to Year 6, Teacher Judgements showed 87.4% of students at or above expected age expected standards in English and 84.1% in above in Mathematics.

Our goal to increase the number of students in the Top 2 bands by 5% for Reading, Writing and Numeracy was partially met with Year 3 significantly increased in Writing (up 17%) and Year 5 in Reading (up 6%). In all other areas, the percentage of students either maintained or decreased.

Our 2019 AIP NAPLAN target to improve growth outcomes for Year 3 to 5, with low growth less than 25% and high growth at least 25% was partially met with 28% of students showing high growth in Reading (whole school focus). However, after successfully decreasing low growth over the past 2 years, in 2019 the number of students with low growth increased in Reading, Writing and Numeracy. This remains a focus area in our 2020 AIP.

A range of additional literacy and numeracy supports were strategically implemented in 2019, utilising Equity funding and the skills of highly experienced teaching staff. This included withdrawal groups and individualised interventions.

Additional resources were allocated to further enhance this program in 2020.

Students supported through the Program for Students with a Disability all showed satisfactory progress as identified in their Individual Education Plans.

## Engagement

Albany Rise Primary School Students are engaged and connected to their school and we are proud of the positive school culture, community engagement and high levels of participation that is evident in all learning and community events.

During 2019 our school C.A.R.E. (Culture Agency Relationships Engagement) Professional Learning Team focused on implementation and embedding of an agreed and documented whole school approach by all stakeholders to School Wide Positive Behaviours (SWPB) and consistent whole school practices. Students engaged in the process of developing and reviewing our Student Code of Conduct and our Acceptable Use (of Digital Devices) Agreement. The school focus on setting expectations and promoting inclusion was facilitated through the Implementation of a school wide approach to ensuring a safe, supportive and inclusive learning environment. Weekly 'Learning Walks and Talks' with various staff meeting with students to discuss the learning and engagement in the class, provided rich feedback for staff to adjust classroom practices and review curriculum to target individual and cohort needs.

The school target to increase students' perception of teacher effectiveness and stimulated learning showed improved outcomes based on student survey results, compared in 2018. However, learning confidence decreased according to survey results.

Our student Leadership program, Junior School Councillors, Peer Mediators, Buddy training and student run lunchtime groups and activities provide many opportunities for students to connect with peers and staff beyond the classroom in a positive and valued way. Weekly student led assemblies remain a much appreciated feature of our engagement practices. In 2020, the allocation of a High Abilities Practice Leader to target the needs of students requiring extension in their learning, will further enhance the extension programs already in place.

In 2019, the school Attendance Policy was reviewed and staff initiated the development of Student Absence Plans for targeted students. The role of Attendance Manager was allocated to our Student Wellbeing Officer, communications established and data collected for families, where required. Close work with DHHS, support services and regional staff has further enhanced top tier attendance intervention processes in 2019. Close monitoring of data was initiated during

the year, with weekly attendance meetings established between administration staff and school leadership, and fortnightly notices to families with unexplained absences. In 2020, the Attendance policy will be further developed to indicate clear steps and 'checkpoints' for monitoring all tiers of student attendance. The use of 'Class Dojo' for communication and daily 'Compass' SMS messages to the families of absent students has reduced the number of 'unexplained absences' in 2019.

## Wellbeing

Our whole school commitment to staff and student wellbeing continues to be a high priority. As a school community, staff and school leadership work to support the intrinsic link between student wellbeing, engagement and achievement. In 2019, our school had a strong focus on developing a safe and productive school environment through the implementation of School Wide Positive Behaviors practices. Staff were provided with resources to support explicit teaching of resilience skills and cooperative behaviours through the Respectful Relationships initiative. Programs including: 'Better Buddies', 'Kids Hope mentors', Peer Mediation, student leadership programs and pro social programs continued within the school, to support student wellbeing needs.

A range of external providers of health services has continued to be available to students and their families, such as speech therapist, psychologist, school nurse, optician, dental van, and more. A growing group of students accessed additional supports through the Program for Students with a Disability, which included access to visiting teachers and additional classroom resources.

Opportunities for students to demonstrate individual talents, seek support and share strategies for developing resilience were provided through daily Circle Time activities in the classroom, as well as through school events, such as spelling bee, Talent Quest, Student of the Week, badge presentations, sporting events, portfolios and regular communications with parents.

Our 2019 AToSS data shows students 'Sense of Connectedness' has increased again this year (to 79%), 6% higher than 2017 and marginally lower than State (81%) and Similar Schools (82%). Parent opinion data for student connectedness had 95% positive endorsement.

Our 2019 student survey positive endorsement data in relation to Managing bullying dropped by 1% (75%) compared to 2018. However, pleasingly, the 'non- positive' responses dropped from 13% to 7 % (with 18% neutral responses). Parent Opinion Data also indicates improved outcomes for managing bullying, with positive endorsement at 88%, the highest positive increase in 3 years and above state, network and similar schools. Our school Staff survey data also improved, with a 13% increase in positive endorsement for staff safety and wellbeing.

In 2020, we will continue to build our communication, proactive and responsive actions to support student and staff wellbeing. This includes the ongoing provision of a Student Wellbeing Officer (Trained Counsellor), Respectful Relationships professional learning for all staff, whole school agreed practices for social and emotional learning, SWPB practices embedded and targeted provision of support services for families in need. We will further develop our Community engagement and communication practices, with greater use of 'Class Dojo' for parent/teacher/ whole school communication, regular communication to parents in relation to our Code of Conduct expectations and re- invigoration of the Class Parent Representative program through supporting these parents' input into school events, policies and practices.

## Financial performance and position

Albany Rise Primary School maintained a positive financial position throughout 2019. The 2018-2021 School Strategic Plan, along with the 2019 Annual Implementation Plan continues to provide the framework for School Council allocation of funds to support school programs and priorities.

The Financial Performance and Position Report shows an end of year surplus of \$52,640. This surplus occurred through the schools proactive access of available grants, maintenance funding, community contributions to Parent Association fundraising events and where allocated budgets for curriculum and events were not 100% expended throughout the year (due to a review of prioritized needs and available cost savings). Savings in costs for maintenance and facilities were also derived from the generosity of parents in contributing time and finances to working bees and minor works around the school.

Equity funding during 2019 was directed towards providing staffing and resources for literacy support targeting 'at risk' learners and additional support for classroom teachers in developing learning plans for students with special needs. Funds and grants for facilities upgrades were directed to new interactive large screen TVs, new carpets in two classrooms, upgrades to toilet flooring, completion of \$100,000 roofing project, new library furniture, new 'Year 6 space', Year 6 Art project, veggie garden resources, upgrades to lighting in the Library and staff room, and ongoing upgrades and maintenance across the school. Our school also benefits from generous support from various local community sources who provide free Breakfast club and 'Fresh Fruit Friday' supplies.

**For more detailed information regarding our school please visit our website at <https://albanyrise-ps.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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 304 students were enrolled at this school in 2019, 133 female and 171 male.

38 percent were EAL (English as an Additional Language) students and 1 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   | Similar School Comparison  |
|---|--|--|
| <p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </p> |

## Performance Summary

| Key:   |  | Key:   |   |   |
|--|--|--|---|---|
| Range of results for the middle 60% of Victorian Government Primary Schools:    |  | Similar School Comparison  |   |   |
| Results for this school:  Median of all Victorian Government Primary Schools:  |  |  Above  |  Similar |  Below |
| Achievement  | Student Outcomes   | Similar School Comparison  |   |   |
| <p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>   | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>         | <p>Below </p> <p>Below </p>    |   |   |
| <p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>   | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Below </p> <p>Below </p> |   |   |

## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Achievement  | Student Outcomes  | Similar School Comparison |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
|--|---|---------------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|------------|------------|-----|-----|--------|-----|------|-----|
| <p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>31%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>55%</td> <td>32%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>42%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>34%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> </tbody> </table> | Domain                    | Low  | Medium | High | Reading | 41% | 31% | 28% | Numeracy | 55% | 32% | 13% | Writing | 42% | 42% | 16% | Spelling | 50% | 34% | 16% | Grammar and Punctuation | 38% | 50% | 13% | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain   | Low   | Medium                    | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Reading  | 41%   | 31%                       | 28%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Numeracy   | 55%   | 32%                       | 13%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Writing  | 42%   | 42%                       | 16%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Spelling   | 50%   | 34%                       | 16%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Grammar and Punctuation  | 38%   | 50%                       | 13%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Gain Level   | Percentage  |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Low  | 25%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Medium   | 50%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| High   | 25%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |

## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Engagement   | Student Outcomes   | Similar School Comparison   |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
|--|--|---|------|------|------|------|-----|-----|------|------|------|------|------|------|------|--|
| <p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b><br/>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p> | <p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>  | <p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
| <p><b>Average 2019 attendance rate by year level:</b></p>  | <table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep  | Yr1  | Yr2  | Yr3  | Yr4  | Yr5 | Yr6 | 91 % | 91 % | 92 % | 89 % | 91 % | 93 % | 92 % | <p>Similar school comparison not available</p> |
| Prep   | Yr1  | Yr2   | Yr3  | Yr4  | Yr5  | Yr6  |     |     |      |      |      |      |      |      |      |  |
| 91 %   | 91 %   | 92 %  | 89 % | 91 % | 93 % | 92 % |     |     |      |      |      |      |      |      |      |  |

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

| Wellbeing  | Student Outcomes | Similar School Comparison  |
|--|------------------|--|
| <p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> |                  | <p>Below <span style="color: blue; font-size: 2em;">●</span></p> |
| <p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> |                  | <p>Below <span style="color: blue; font-size: 2em;">●</span></p> |

## 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<br>Summary for the year ending 31 December, 2019 |                    | Financial Position as at 31 December, 2019 |                 |
|--|--------------------|--|-----------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                     | <b>Actual</b>   |
| Student Resource Package   | \$2,767,301        | High Yield Investment Account              | \$32,176        |
| Government Provided DET Grants   | \$313,134          | Official Account                           | \$2,341         |
| Revenue Other  | \$41,455           | <b>Total Funds Available</b>               | <b>\$34,517</b> |
| Locally Raised Funds   | \$238,912          |  |                 |
| <b>Total Operating Revenue</b>   | <b>\$3,360,801</b> |  |                 |
| <b>Equity<sup>1</sup></b>  |                    |  |                 |
| Equity (Social Disadvantage)   | \$120,907          |  |                 |
| <b>Equity Total</b>  | <b>\$120,907</b>   |  |                 |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>               |                 |
| Student Resource Package <sup>2</sup>  | \$2,673,614        | Operating Reserve                          | \$34,517        |
| Books & Publications   | \$1,740            | Funds Received in Advance                  | \$36,725        |
| Communication Costs  | \$4,294            | School Based Programs                      | \$3,780         |
| Consumables  | \$84,530           | <b>Total Financial Commitments</b>         | <b>\$75,022</b> |
| Miscellaneous Expense <sup>3</sup>   | \$265,719          |  |                 |
| Professional Development   | \$13,172           |  |                 |
| Property and Equipment Services  | \$144,331          |  |                 |
| Salaries & Allowances <sup>4</sup>   | \$70,290           |  |                 |
| Trading & Fundraising  | \$9,396            |  |                 |
| Utilities  | \$41,074           |  |                 |
| <b>Total Operating Expenditure</b>   | <b>\$3,308,161</b> |  |                 |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$52,640</b>    |  |                 |
| <b>Asset Acquisitions</b>  | <b>\$0</b>         |  |                 |

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 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 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*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.

## 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').