

2019 Annual Report to The School Community



School Name: Inverloch Primary School (2776)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 08 July 2020 at 03:35 PM by Brett Smith (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 08 July 2020 at 03:58 PM by Leah Bellairs (School Council President)

About Our School

School context

Inverloch Primary School is situated in the coastal town of Inverloch in South Gippsland. Inverloch Primary School is in a Hub/Annexe arrangement with Kongwak Primary School which means that while they are separate entities with their own school governance, they share staff, Principal, Assistant Principal, professional learning, excursions, camps and special events and travel between the schools at different times. Whilst both school work collaboratively together to provide cohesive learning, engagement and wellbeing programs, both schools are valued for their individuality and their place and purpose in their local communities.

The school increased enrolments from 431 students and 18 classes in 2018 to 440 students and 19 classes in 2019. The increase in enrolments and classes resulted in the school using all available learning spaces. There are 4 Specialist classes – Visual Art, Music, P.E. and Spanish which the students access each week. There are 33 fulltime and part time teachers and 13 fulltime and part time Education Support staff.

The school undertook a School Review in 2019 determining successes, areas for improvement and new focused directions. Unfortunately the school did not achieve the goals and targets set in the 2015 School Strategic Plan. The new School Strategic Plan is now more tightly focused, more aligned with school and DET directions and has greater rigour and depth.

Our vision is to enable all of our students “to achieve their full potential and to develop into confident, well-rounded citizens”. This includes a focus not only on academic success but also becoming involved in the community. Our community links are very strong with various community groups who provide community awareness, services and support both in the school and beyond. Our school and particular our students, value and respect the environment and actively engage in environmental awareness and care programs in school and in the community.

Our school values the qualities of persistence, organisation, getting along, emotional resilience and organisation. In 2019 our school will be determining the values that underpin our qualities, learning and social interactions.

Framework for Improving Student Outcomes (FISO)

The schools made excellent progress in employing key implementation strategies. In light of the School review some strategies and FISO focus areas were postponed to 2020 and to the new School Strategic Plan where they would be more achievable and connected to the new goals.

Building Practice Excellence.

In 2019 the schools continued to focus on the FISO High Impact Improvement Initiative of Building Practice Excellence. The schools particularly focused on developing pedagogical practices through the key implementation strategies of 'Provide opportunities for teaching staff to receive feedback on their practice' and 'Building a Learning Community through involvement and implementation of the Victorian Professional Learning Communities Initiative'.

The teaching staff undertook coaching and peer observation and feedback by the Numeracy Learning Specialist, Primary Maths Specialists and the Principal. Several staff also engaged in GROWTH professional learning. The school now has a strong foundation of peer observation and is ready to expand across the school by all staff having the capacity to provide peer feedback regularly and responsively. The school re-orientated observations from task to the pedagogy component of the Instructional Core so the feedback can be more transferable and influence practice.

The schools continue to embed their Instructional Framework (Ready, Set, Go, Reflect) to ensure consistency, use of high impact teaching strategies and effective pedagogical practices. The 'Ready' (preparing for learning) phase of the lesson and its associated effective practices were the focus of the development of the Instructional Framework. In 2020 the 'Set'-instructional phase of the lesson, will be the area for development. This will include minilessons, worked examples, explicit teaching and 'point in time' student feedback.

The Learning Leaders, PLC Coordinator, Principal and Assistant Principal engaged in the PLC Professional Learning and the subsequent school based inquiry project. The team focussed on differentiation by examining content, practice and assessment to catering for high achieving students. This work was highly successful and was supported by having

the school teams restructured as PLCs with a Learning Leader dedicated to team based professional learning, examination of practice and content.

The schools chose to postpone the Guaranteed and Viable Curriculum strategy to 2020 in preference to developing shared understandings and expectations of content and practice. The schools developed the 'Teaching and Learning-the IK Way' under the principles of consistency, clarity and continuity. This document draws together all our work and endeavors to ensure they are enduring and present in all classrooms. Curriculum overviews, methodologies, resources, principles, our Instructional Framework, Tiers and other documents that document our learning and expectations.

The schools implemented Macquarie University's Multilit as a reading intervention under the 'Provision of a reading Intervention program' Key Implementation Strategy. The program was funded by Equity Funding and included Student Support Staff training and coordination by a Student Support Officer. The program has been highly successful with students making excellent growth. The program is structured, based on student data and involves the students monitoring their own growth. The program will expand in 2020 to incorporate Minilit to support students earlier in the primary years.

The Key implementation strategies of 'Develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes' was mostly postponed to 2020 when SPA (Student Performance Analyser) will be introduced. However, the staff did engage in Professional Learning to improve the administration, analysis and use of Benchmarking to support all students' reading development. The schools moved over to the Fountas and Pinnell Benchmarking System which has greater connection to practice and resources to teach reading.

Building communities

The schools built on their attendance processes in 2019 by developing a flow diagram that would raised engagement of parents regarding student attendance. This involved greater communication and follow up of unexplained absences. This has improved unexplained absences but absences due to family holidays continues to be an area of concern with a low level of influence as it is a cultural and in some cases, financial decision to vacation during the school terms.

Strategic resource management

The Key Implementation Strategy of 'Review and adjust current school structures and processes to ensure consistent and timely communication, information and data access across within and across both schools' has had a significant impact on the schools. Tasks are managed in a more coordinated, planned, allocated and timely manner reducing stress, low quality and ambiguity.

The schools continue to improve systems and structures to make tasks more efficient, communications more timely and responsive and school resources accessible.

The administration area now has an office coordinator to oversee activities, communications and processes.

The schools have moved away from using a school based staff server to having most files(references, templates, minutes etc) stored in Google Shared Drives. All staff including part time staff can access school documents anywhere. This has also been used to share and coordinate administrative tasks between the administration staff and the Principal and Assistant Principal. (OHS, leave, scheduling, emergency management, newsletter etc)

Achievement

In 2019 the school made excellent achievement with the School Strategic Plan goals and reached most of our targets which we were unable to achieve at the time of our School Review. The results of NAPLAN and Teacher Judgement compared to the State has been exceptional, especially Year 3-5 NAPLAN growth. The four year average indicates that the school improvement measures over time have a stable and impact on student achievement. It is pleasing that our students can achieve greater than similar schools as our economic profile indicates we should achieve greater. Greater student agency in their learning through growth mindset work, learning intentions and improved teacher practice is contributing to higher student achievement.

In terms of Teacher Judgement of at or above in English and Maths, the school was above the Similar School Comparison in both areas. English was 94.8% compared to the State Mean of 89.7%. Mathematics is 93.7% compared to the State Mean of 90.3%

NAPLAN Top 3 Bands (Latest Year)

NAPLAN Year 3 results have the school achieving higher than the Similar School Comparison in English for 2019 (86.2% and 76.5% respectively)

Year 3 NAPLAN Mathematics was similar to Similar School Comparison and the only Annual Report NAPLAN data set that was not above the State Mean. (The 4 year average is above the State)

The Year 5 Reading is well above the State median (83.9%-67.6% respectively) and Mathematics (74.5%-59.3%)

NAPLAN Top 3 Bands (4 year average)

The four year average for both English and Mathematics indicates the school is above the State Mean with English significantly higher.

NAPLAN Learning Gain

In 2019 Learning data was exceptional indicating that students in Year 5 made significant growth from Year 3 across all areas. Results for Reading, Writing, Spelling, and Grammar and Punctuation had more students in the High gain and less in the Low gain categories. Mathematics had State like percentage in High gain but a very low percentage in the Low gain category. These results would indicate differentiated teaching and tasks that allow growth for all.

Student Learning achievement will be further supported in 2020 through

- expanding peer observation and feedback over the school and incorporating in Performance and Development Plans
- introducing SPA (Student Performance Analyser)
- increasing the number of Teaching and Learning coaches

-

Engagement

Absenteeism continues to be a concern at Inverloch Primary School with a higher percentage of students absent compared to similar schools and the highest number of absent days compared to similar schools. The absence figures have reduced but need further reducing. (2016-19.2, 2017-17.5, 2018-19.1, 2019-17.8)

Our figure of unapproved is lower than other schools which indicates our situation of a high number of students having extended holidays ranging from two weeks to whole terms. This is the culture of our community and reflects how they value family and experiences beyond outside of school.

In 2019 we actioned a school based action flow diagram and communication strategy to improve monitoring, communications and accountability of attendance. This had a significant impact on reducing unexplained absences. (2016-4.2, 2017-3.9, 2018-3.8, 2019-2.7) The only issue is that the unexplained become explained but the absence remains.

We will continue with the flow diagram in 2020 and revisit raising parent education around the absent days, lost days of schooling perspective and long term impact of absenteeism

Wellbeing

In 2019 our Wellbeing goals were

- To continue to implement and consolidate the KidsMatter initiative across the school.
- Improve communications and opportunities for parents/carers to connect with the school and their child's learning.

The School Performance data shows we are still below, but just below the State median for Sense of Connection which is one of the measures with this goal. The score improved from 75% positive response in 2018 to 78.4% in 2019 compared to the State median of 80.9% When analysed at a question response level school pride, belonging, happy at

school have increased with liking school at 2018 level. Looking forward to school increased from a very low 29% endorsement in 2018 to 60% in 2019. This is the lowest factor score so it would seem that a focus on motivating students to want to come to school is more important than the emotional responses. Our work in Student Voice and Agency (including goals, curriculum pathways, learning modes) and Inquiry based learning should address this area.

The Parent Opinion Survey indicates that our Parent Satisfaction positive endorsement score of 78.4% is lower than like schools and the State median of 85.8%. General satisfaction has stabilised at 89%

The area of concern is the decrease in parent involvement and participation that has dropped from 81% positive endorsement to 69%. This needs exploring because there are numerous ways parents can be involved however we are finding participation numbers and willingness decreasing.

The school has increased communications by using Compass more and the parents have been very positive. We need to increase notifications of learning tasks and reports. (The number of unviewed reports is a concern)The data shows an increase of 61% to 71% positive endorsement for communications.

Whilst Wellbeing is not a nominated Annual Implementation Plan goal we will still be undertaking work in this area with the following Key Improvement Strategies

- Develop the attitude, skills and knowledge of teachers to develop student agency in learning,
- Build the capacity of staff to implement inquiry and metacognition to deliver deep and authentic learning experiences (BPE)
- Develop and implement effective approaches to increase attendance across both IPS and KPS (VVC)

Financial performance and position

Inverloch Primary School maintained a very sound financial position throughout 2019. The 2016-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. We use Equity Funds to employ staff to work directly with students to support their achievement.

The Financial Performance and Position report shows an end of year operating deficit of \$113 679 indicating that we are attending to shortfall in student learning resourcing, staffing, maintenance and grounds work that has built up over a period of time and we are now approaching a good benchmark of student learning resources and facilities. The School Council has been very supportive of building up English and Maths resources to support our School Strategic Plan achievement goal. The operating deficit has been offset with funds raised by the local community and accumulated funds.

The school has undertaken new budgeting processes and master planning to target and monitor capital funds to ensure the total funds available is dedicated to identified short, mid and long term projects.

The school also had Student Resource Package surplus in 2018 which we used in 2019 to reduce class sizes thus making our SRP expenditure greater in 2019.

The school is a Program Coordinator School for the Woorayl Sports District and holds and manages funds on behalf of the District. These funds are carefully budgeted, monitored and reported according to DET Program Coordinator School requirements.

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

www.inverlochps.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 440 students were enrolled at this school in 2019, 210 female and 230 male.

ND 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>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>Key: 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>Results: English</p>  <p>Results: Mathematics</p>  | <p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </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>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>Above </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>Above </p> <p>Above </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>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-top: 10px;"> <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>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>63%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>58%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 21% | 48% | 31% | Numeracy | 12% | 63% | 24% | Writing | 18% | 51% | 31% | Spelling | 12% | 58% | 30% | Grammar and Punctuation | 22% | 48% | 30% | <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> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain</caption> <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> <p>Statewide Distribution of Learning Gain (all domains)</p> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 21% | 48% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 12% | 63% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 18% | 51% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 12% | 58% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 22% | 48% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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>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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Below ●</p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1" style="margin: auto;"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 92 % | 91 % | 92 % | 90 % | 90 % | 90 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 91 % | 92 % | 91 % | 92 % | 90 % | 90 % | 90 % | | | | | | | | | | |

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

| Wellbeing | Student Outcomes | Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Similar ●</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 Summary for the year ending 31 December, 2019 | | Financial Position as at 31 December, 2019 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,563,024 | High Yield Investment Account | \$386,138 |
| Government Provided DET Grants | \$433,447 | Official Account | \$29,127 |
| Government Grants Commonwealth | \$21,046 | Total Funds Available | \$415,264 |
| Government Grants State | \$394 | | |
| Revenue Other | \$56,074 | | |
| Locally Raised Funds | \$315,964 | | |
| Total Operating Revenue | \$4,389,948 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$46,472 | | |
| Equity Total | \$46,472 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,704,111 | Operating Reserve | \$127,449 |
| Books & Publications | \$19,431 | School Based Programs | \$11,606 |
| Communication Costs | \$7,600 | Funds for Committees/Shared Arrangements | \$788 |
| Consumables | \$79,143 | Asset/Equipment Replacement < 12 months | \$18,553 |
| Miscellaneous Expense ³ | \$161,041 | Maintenance - Buildings/Grounds < 12 months | \$3,821 |
| Professional Development | \$21,594 | Capital - Buildings/Grounds > 12 months | \$258,000 |
| Property and Equipment Services | \$165,105 | Total Financial Commitments | \$420,218 |
| Salaries & Allowances ⁴ | \$244,983 | | |
| Trading & Fundraising | \$73,520 | | |
| Travel & Subsistence | \$65 | | |
| Utilities | \$27,035 | | |
| Total Operating Expenditure | \$4,503,628 | | |
| Net Operating Surplus/-Deficit | (\$113,679) | | |
| Asset Acquisitions | \$9,498 | | |

- (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').