

# 2018 Annual Report to The School Community



**School Name: Truganina South Primary School (5498)**



- 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 2018 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 20 March 2019 at 03:02 PM by Linda Danese  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 03:03 PM by Kirsten Duncan  
(School Council President)

## About Our School

### School context

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. There were 777 students enrolled at the end of 2018 with a projected enrolment for 2019 of 785. The surrounding area continues to grow with new development particularly in the Williams Landing area (zoned to our school). Our staffing profile at the end of 2018 consisted of 3 Principal Class Officers, 1 Leading Teachers, 4.8 coaches, the equivalent of 40FT and 1.2 part time FT classroom teachers and 13 ES staff including a full time speech therapist.

The School Family Occupation (SFO) is identified as 0.4774 and the Family Occupation and Education (SFOE) is 0.3515. Teachers and students work in Learning Communities as part of two mini schools (each headed by an AP with a guiding coalition made up of LTs, coaches and community leaders). Teachers adopt a shared responsibility for all students within the Learning Community. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through inquiry-based learning to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community. The key components of the teaching programs at Truganina South Primary School are the effective teaching of Literacy and Numeracy skills. The School provides high quality programs in Visual Arts, Multi-Media, Science and Physical Education. In 2018, AUSLAN was suspended whilst our LOTE teacher was on work cover.

The diversity of the school is represented in more than 60 different language groups. Our overall socio-economic background fits within the mid-range. We had no students identified as needing Koori support. The proportion of students with English as Another Language is high with 57% students identified as EAL learners.

twenty eight (28) students were supported as part of the PSD in 2018.

During 2018, the school implemented the first Annual Implementation plan of our 4 year School Strategic Plan. The three key areas of focus from Framework for Improving Student Outcomes (FISO) include a strong focus on differentiated professional learning for all staff, increased active community engagement and a prominence in student agency and advocacy.

All teachers and support staff continue to work hard to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and personalised learning for all students. The provision of high quality Professional Learning and coaching plans support staff to constantly improve their practice and add value to student learning. The Student Centred Partnership model has strongly cemented itself as best practice at TSPS to ensure all staff have opportunity to work with colleagues to further grow their content knowledge and strengthen their pedagogical best practice.

#### Key Takeaways

+ mid range for overall socio economic profile- SFO and SFOE anomaly. Minimal equity funding given to TSPS to support EAL. We were successful in getting funding for 6 months and hired a MEA to work with EAL students. Focus in Year 5 and 6 with some improvements noted in latter half of year.

+ compared to state, parents sit inside the range of the 60% state-wide. Electronic submission affected results. 66 families returned responses out of 230 sent. Whilst not ideal, all areas commented upon bar the focus on school environment, saw marked improvements.

+staff satisfaction sitting outside the range of the state-wide. Change in leadership (LTs and coaching), mini school model, many new staff, considerable staff movement too with family leave and promotions throughout the year. 2018 has been a year of forming.

### Framework for Improving Student Outcomes (FISO)

#### Excellence in Teaching and Learning

FOCUS: To build teacher capacity through the rich content knowledge of curriculum, through differentiated coaching and PL opportunities and through moderation processes to ensure accurate pinpointing of achievement and future student learning goals.

#### Positive Climate for Learning:

FOCUS: To develop independence in student learning through student voice and advocacy of, in and through their learning, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS.

FOCUS: to address attendance trends and advocate the need for commitment in understanding the impact of regular attendance.

#### Community Engagement in Learning:

FOCUS: To develop a community hub in conjunction with our partners YMCA and Arndell Park Community Centre that sees school as a place of belonging and connection, bonded beyond the school gate.

### Achievement

At TSPS the leaders and teaching staff work in Professional Learning Teams to work collaboratively to focus on continual improvement by linking the learning needs of the students with the professional learning and practice of teachers. The school's key focus is on maximising the Literacy and Numeracy skills of every student.

Leaders and teaching staff at TSPS continue to undertake purposeful Professional Learning that is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their needs. It also allows staff to identify best practice and build teacher capacity. In 2018 the Victorian Curriculum guided all teaching and learning and all teachers were coached as part of the student centred partnerships, through differentiated professional learning, learning walks and discipline dialogues- data driving the student point of need.

Teacher judgement of student achievement linked to the Victorian Curriculum continuum indicates that our students similar to the range of Victorian Government Primary Schools in English and whilst still in the 60% range, our students are performing lightly lower in comparison in Numeracy.

NAPLAN year 3 Reading data indicates that our students are performing at a lower level than the median of all Victorian Government Schools. In Numeracy, our students are performing at a lower level within the median of all Victorian Government Schools.

The 4 year average for NAPLAN year 3 results in Reading and Numeracy indicates that we are performing lower in the school comparison category.

NAPLAN year 5 Reading and Numeracy data indicates that our students are performing at a similar level as the median Victorian Government Schools.

The 4 year average for NAPLAN year 5 results in Reading and Numeracy indicates that we are performing similar in the school comparison category.

The learning gain of students from year 3 to 5 in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation indicates that 78% of students achieved a medium to high gain learning. A very positive result.

This data, combined with other assessments, provide us with valuable information which is used to inform future planning and ongoing improvement of student learning outcomes across P-6.

Detailed coaching cycles with staff and the provision of Pedagogical Coaches and Leading Teachers continue to guide improved instructional practice at TSPS.

#### Year 5 Reading

Similar than the median range of Victorian schools both in 2018 and in the 4 year trend

#### Year 5 Numeracy

Lower in Numeracy results

Similar in Numeracy in 4 year trend

Key Improvement Strategy in AIP for 2019

#### For Writing and Number

Problem Based Maths program has been interrupted with significant teachers who were trained leaving TSPS. New staff yet to be trained. PBM focuses s on reasoning and problem solving and real world application

#### Key Takeaways:

Learning Gain- Relative Growth

Year 3 -5 Reading

67% medium to high attainment

Year 3 -5 Numeracy

64% medium to high attainment

Year 3 -5 Writing

77% medium to high attainment

Year 3 -5 Spelling

69% medium to high attainment

Year 3 -5 Grammar and Punctuation

68% medium to high attainment

The students who do sit both Year 3 and Year 5 NAPLAN do move. Emphasis will be on monitoring and engaging students in the top two bands. This emphasis is across the Wyndham Network.

## Engagement

During our eighth year of operation, we continued to experience growth across the whole school.

The Attitudes to School Survey data focusing on connectivity was lower than like schools - 4 year trend data indicates students' engagement to be similar to like schools.

We continued to apply the principles of School Wide Positive Behaviours Support and undertook aspects of the Respectful Relationships Initiative- being a lead school and supporting 7 other partnering schools. Our positive and consistent approach to Student Management and the explicit teaching of the school rules, values and expectations ensured a safe and supportive environment for all.

#### Key Takeaways:

Higher in number of days absent to like schools

Compared to 2017- slight improvement in Prep attendance: 88%-91%, Year 2 90%-91%, same result for Yr 3 and 5 at 91%, drop in Year 1 91-90%, Yr 4 92-91%, Yr 6 92-91%.

4 year trend more absences than like schools.

Parents not informing school as to why child is absent.

Families continue to meet with the Principal before taking long periods of vacation. The school has taken part in DET Attendance Professional Learning (3 sessions) aimed at targeting unexplained absences and working with the families who struggle to get children to school on time or have students absent for prolonged periods of time. We are also making daily enquiries with families of students absent for the day. We continue to address this issue through regular communications such as Compass, newsletter, Facebook and the electronic sign at the front of the school.

Extended leave is problematic. Students can experience up to 10 weeks of no formal education.

Parent agreement statement has had some effect.

We will engage DET support for 5 or more consecutive unexplained absences

Bullying – definitions and understanding by the wider community – doesn't reflect the day to day calmness of the learning spaces.

Students and teachers have unpacked this data with a view to exploring what else can be done:

\*20 days of School- building relationships

\* Moving staff across communities

\*Regular student surveys – student voice in terms of learning and safety

Reinforcing SWPBS through weekly lessons

The TrugHub struggled to maintain momentum in 2018. The logo was designed under the banner of 'Let's Connect'. Proposed combined events such as the Movie Night and the Photography Art competition had to be put on hold. Staff changes at both YMCA and TSPS during the year caused a disconnect. There has been a reconnect in 2019 and we are optimistic that the liaison will be back on track. with the development of Terms of Reference and Processes, and Protocols as a vehicle for engaging our parent and wider community in major events across the school calendar as well as events based for the Trug Hub community (made up of TSPS, YMCA and Arndell Park Community Centre).

## Wellbeing

We are on a journey to developing how to incorporate student voice into the classroom in a meaningful manner through the curriculum and goal setting with students. We continue to work with Jeni Wilson to develop inquiry based learning for our students and in turn develop skills building creativity, problem solving, innovation and taking action.

We have a large student leadership group that present to the school council and develop strategies to improve the school pride and student perceptions of school culture.

As part of the AIP we have a focus on student voice and leadership of their own learning which will continue in 2019.

Visible learning and goal setting will be a focus.

Attitudes to School Survey data shows that there is further development required to build and foster relationships between staff and students. We are performing lower than comparison schools and the state.

Key Takeaways:

Connectedness to School

Year 5-6

Lower than other schools

Similar over 4 year trend

Student Perceptions of Safety

Similar to other schools both in 2017 and over 4 year trend.

In relation to the Student Opinion Survey data surrounding the management of bullying, we are performing at a similar level to comparison schools and at a lower level than the state.

Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours.

The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.

## Financial performance and position

Victorian Government schools have a devolved decision-making and financial management system.

Responsibility for financial management is shared between the school council and the principal.

Throughout 2018, Truganina South Primary School continued to manage both revenue and expenditure in a fiscally responsible manner ensuring that all mandatory requirements regarding financial compliance, control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable Australian accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

All resources were allocated to program budgets in line with the DET FISO mantra – Framework for Improving

#### Student Learning Outcomes.

The 2018 cash/credit surplus of \$457,878 as at 31st December 2018 was planned and will be carried forward to 2018 to further support the provision of quality programs and capital projects at Truganina South Primary School. 2018 Revenue included:

- ? DET Quarterly Cash Grant (SRP Cash Component) – distributed across all curriculum budgets.
- ? DET English Additional Language Grant – was added to our SRP funding and was used to promote our cultural diversity (Japanese drummers and Cook Island dance troupe) and purchase resources (guided readers and shelving for the library).
- ? DET Inclusion Boost funding – These funds were used to employ an additional Education Support staff member to allow greater inclusion of our integrated students.
- ? DET Equipment Boost funding – this was utilised to purchase additional sensory items and iPads to allow greater access to technology for all students.
- ? Respectful Relationships Lead Schools funding - allocated to TSPS to continue our work as Leading School in the DET Respectful Relationships initiative, the aim of which is to take a whole school approach to building a culture of respect and gender equality.
- ? Sporting Schools Program Grant – TSPS was once again successful in the application for this Commonwealth Government initiative. All funds were expended in the provision of free after school sports programs for our students.
- ? DET Swimming in Schools Grant – This is a DET targeted initiative aimed at assisting in the delivery of school based swimming and water safety program. In 2018, all funds were allocated to our P-2 Swimming Program which enabled us to subsidise the cost to our families and resulted in greater participation of our students.
- ? DET NAPLAN CRT Reimbursement Grant - Expended in 2018 to assist with the CRT costs of implementing changes in NAPLAN
- ? Kids Teaching Kids Grant – TSPS successfully applied for this science based initiative, the aim of which was to bring neighbourhood schools together to showcase, share and teach their learning to each other.
- ? Stephanie Alexander Kitchen Grant – Initial grant used to purchase cooking utensils and equipment in preparation of the establishment of a full program in 2019
- ? Camps, Sports and Excursion Funding – Applied for by eligible families to assist with the expenses related to camps, sport and excursions. All monies not expended by families in 2018 will be carried forward to 2019. All funds for exited students have been transferred to their new schools.
- ? Locally Raised funds in the form of parent payments for essential education items and other self-funded activities, donations, commission, canteen licence, hire of facilities, sale of second hand uniform, trading operations, coordinator school funds and fundraising – all funds were allocated to the program/activity they were intended for with any remaining balances carried forward to 2019.
- ? Fundraising - Our School Fair was a major source of fundraising in 2018, as was the Colour Run. Some of the proceeds from these events were used to purchase new guided reading books, additional shelving for the library, new big books for Community use and other teaching resources. All fundraising monies not spent in 2018 have been carried forward to 2019 with the expectation that they will be expended then.
- ? Revenue receipted in advance in 2018 for the 2019 school year for Essential Education Items. Balance Day Adjustments were processed to reflect this in the budgets

2018 Expenditure included:

- ? 4 x 3D printers
  - ? Curriculum and teacher resources
- In 2018 Truganina South Primary School took a conservative approach to spending with no major asset purchases. The main focus was curriculum and teacher resources. However, this is a planned fiscal management strategy with a number of quite expensive projects being investigated for 2019 including:
- ? Stephanie Alexander Kitchen Garden facility
  - ? Seating for the gymnasium
  - ? Bench seating for the external basketball courts
  - ? Installation of blinds to portable buildings
  - ? Installation of heating and cooling to portable buildings

In 2018, Truganina South Primary School was also the Program Coordinator School for the following organisations:

- ? School Sport Victoria Wyndham Division
- ? School Sport Victoria Truganina District
- ? School Sport Victoria Hobsons Bay Division

All relevant processes and acquittals were adhered for all of these programs.

In summation, 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.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 777 students were enrolled at this school in 2018, 370 female and 407 male.

57 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.0	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	62.8	77.7	66.6	86.7



**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.0	90.1	82.6	95.3	Similar
Mathematics	85.7	91.1	84.0	96.4	Lower

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	61.4	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	56.8	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	48.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	45.7	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	65.3	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	58.5	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	58.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	54.9	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	32.3	38.5	29.2
Numeracy	35.9	48.4	15.6
Writing	21.5	53.8	24.6
Spelling	30.8	46.2	23.1
Grammar and Punctuation	32.3	49.2	18.5

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.2	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	18.2	15.2	13.2	17.8	Lower

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	90	91	91	91	92	91

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.3	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	70.9	81.7	73.8	88.7	Lower

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	67.3	81.2	72.2	90.3	Lower
<b>Percent endorsement (2 year average)</b>	69.2	81.8	73.7	89.7	Lower

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$6,262,728
Government Provided DET Grants	\$511,279
Government Grants Commonwealth	\$17,172
Government Grants State	\$10,640
Revenue Other	\$70,394
Locally Raised Funds	\$422,791
<b>Total Operating Revenue</b>	<b>\$7,295,004</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$65,117
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$65,117</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,877,762
Adjustments	\$0
Books & Publications	\$4,533
Communication Costs	\$20,701
Consumables	\$263,555
Miscellaneous Expense <sup>3</sup>	\$365,885
Professional Development	\$26,092
Property and Equipment Services	\$72,645
Salaries & Allowances <sup>4</sup>	\$66,909
Trading & Fundraising	\$58,851
Travel & Subsistence	\$6,400
Utilities	\$73,794
<b>Total Operating Expenditure</b>	<b>\$6,837,126</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$457,878</b>
<b>Asset Acquisitions</b>	<b>\$26,502</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$176,976
Official Account	\$42,932
Other Accounts	\$222,862
<b>Total Funds Available</b>	<b>\$442,771</b>

Financial Commitments	Actual
Operating Reserve	\$159,524
Other Recurrent Expenditure	\$20,681
Provision Accounts	\$0
Funds Received in Advance	\$110,106
School Based Programs	\$143,290
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,169
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$442,771</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').