

# 2018 Annual Report to The School Community



School Name: Chiltern Primary School (0327)



- 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 23 March 2019 at 02:04 PM by Louise Tempany  
(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 24 April 2019 at 10:00 AM by Amy Lappin (School  
Council President)

## About Our School

### School context

Chiltern Primary School is a small, rural school, situated in a historic North East Victorian town. In 2018 we had an enrolment of 57 students, consisting of students from 39 families - 26 girls, 31 boys. The staff of Chiltern Primary School take pride in providing a safe and supportive environment with a strong emphasis on student learning outcomes. We provide a range of programs to support & increase student engagement, all the while promoting our core values; Respect, Responsibility, Care & Compassion, Honesty & Fairness, which underpin the success of our students both academically & socially. As a school, our aim is to foster independent & empowered learners who have a strong sense of self-belief and self-worth. We encourage our staff, students & parents to value diversity & promote the development of the individual, academically, socially and emotionally. We are an inclusive school with a strong moral purpose, where staff know their students, understand their learning needs & ensure each child is engaged in meaningful learning experiences. Staffing in 2018 consisted of one full time Principal, 3 Classroom Teachers, 2 Specialist Teachers (0.2 Music and 0.2 French) and Education Support Staff which includes Student Support, Student Well being Officer and a Business Manager. Our students had access to Art and Library via the MACC and MARV Van. Our Community Connection Program includes the Chiltern Men's Shed, Community Lunches and Meals on Wheels. We are highly committed to student attendance as we want our students to have every opportunity to access learning. We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of 'School, Family and Community Achieving Together' highlights our commitment to the students and the Chiltern community.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes provides a common language amongst teaching at every career stage, which in turn aims to support the achievement of whole school improvement. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school. Two of these priorities 'Excellence in Teaching and Learning' – 'Evidence Based High Impact Teaching Strategies' and 'Curriculum Planning and Assessment' were identified in our 2018 Annual Implementation Plan to support the improvement of student learning and outcomes.

Within our 2018 Annual Implementation Plan we identified two Strategic Plan goals. These were:

1. Mathematics – FISO Dimension – High Impact Teaching Strategies
  - To improve individual student learning outcomes in numeracy. An increase in students achieving above expected levels in June and December reporting against the Victorian Curriculum
  - 75% of students to reach medium or high relative growth in NAPLAN from 2016-2018 in Numeracy
  - To build teacher capacity to effectively differentiate teaching for all students in Numeracy
  - To build teacher capacity to implement a whole school approach to evidence based teaching strategies in Numeracy
2. Literacy – FISO Dimension – Curriculum Planning and Assessment
  - To improve student outcomes in Literacy (Reading)
  - To build teacher capacity to implement a whole school approach to evidence based teaching strategies in reading

Some of the ways these goals were achieved was through:

- Building Teachers' capacity and knowledge of Mathematics teaching
- Creating and documenting an agreed and viable curriculum with a focus on Mathematics
- Assessing student outcomes using Essential Assessment – Mathematics
- Build teacher capacity to use the HITS in the classroom - a specific focus on Structuring Lessons, Explicit Instruction and Differentiated Teaching
- Developing and implementing a consistent Instructional Model based on best practice
- Developing a whole school Protocols and Guidelines to teaching Mathematics
- Building the capacity of all staff to use data to plan for student learning and differentiation
- Chiltern's School Improvement Team and PLC team effectively sharing professional knowledge and

development

- Embedding the use of Inquiry Change Challenges and use of moderation at PLC meetings
- Sharing examples of the most effective teaching across teams by supporting teachers to collaborate, model and share effective practices
- Using student assessment data and other feedback to evaluate student progress and the impact of teaching
- Implementing regular and consistent assessment practices in Numeracy and Literacy
- Implementing assessments as documented in Chiltern’s whole school assessment schedule (PAT, Essential Assessment, NAPLAN, PM Benchmarks, Words Their Way). All teachers will administer pre and post assessment in Mathematics
- Creating of a Data Wall in Numeracy and Literacy
- Building staff capacity in the use of Essential Assessment, Running Records, CAFÉ Reading, PAT assessment
- Providing engaging classroom practices
- Developing parent partnerships

Chiltern Primary School will collaboratively work to:

- Ensure there is united and consistent practice to develop high quality student learning outcomes
- Build teacher capacity
- Develop the capacity of teachers to communicate clear Learning Intentions against agreed Success Criteria

Criteria

- Build teacher capacity in personalising student learning and differentiating the curriculum
- Investigate and implement models that incorporate the use of ICT for 21st century learning
- Continue to build a digital learning environment and staff capacity to utilise technology to support student learning
- Investigate opportunities to build communication with parents about student learning
- Empower teachers to manage a range of diverse student behaviours and improve teacher understanding of the whole child to create a calm, orderly learning environment
- Create and build authentic opportunities across all aspects of the school for student to give and receive feedback and have a greater voice in their learning

**Achievement**

2018 NAPLAN results indicate student achievement levels in Years 3 and 5 to be commensurate with other similar schools. Our innovative teachers and specialists provide a wide range of teaching and learning opportunities for Chiltern students. Teachers work to ensure that learning is personalised to meet the needs of all students. Teachers meet regularly to analyse data, plan and review teaching practices. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision making. There has been significant professional learning in the areas of Writing particularly VCOP and The Big Write and the use of Running Records and PAT Reading. In Mathematics a focus has been on building teacher capacity in the use of Essential Assessment.

In 2018 we continued to work with data collection and analysis. Student data is used to inform our teaching and enables accurate feedback and evidence of student learning. The data shows that our students are performing well and are achieving high academic results. One area for future focus will be reviewing ‘Teacher Judgement’ when marking against Victorian Curriculum. We are marking students at a higher level which does not line up with NAPLAN data.

NAPLAN DATA for Year 3 Reading

Results in Reading indicate that Year 3 students are performing within the range for the middle 60% of Victorian Primary Schools and just below the median of all Victorian Government Schools.

#### NAPLAN DATA for Year 3 Numeracy

Results in Reading indicate that Year 3 students are performing within the range for the middle 60% of Victorian Primary Schools and slightly above the median of all Victorian Government Schools.

#### NAPLAN DATA for Year 5 Reading

Results in Reading indicate that Year 5 students are performing below the range for the middle 60% of Victorian Primary Schools and just below the median of all Victorian Government Schools.

#### NAPLAN DATA for Year 5 Numeracy

Results in Reading indicate that Year 5 students are performing below the range for the middle 60% of Victorian Primary Schools and just below the median of all Victorian Government Schools.

It is Chiltern Primary School's aim to continue to provide high quality instructional practice and to build teacher expertise, ensuring each student is taught at their point of need.

## Engagement

During 2018 there were a number of programs and activities put in place to increase student involvement and engagement. These activities foster the qualities of: leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision-making, resilience, teamwork and social skills. Classroom engagement is ensured by providing learning tasks which are differentiated for each individual student and reciprocal feedback between teachers and students is embedded in daily practice. To support student engagement, Chiltern Primary School provides a challenging, balanced and comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Our School Values of: Care and Compassion, Respect, Responsibility and Honesty and Fairness, provide our whole school expectation in maintaining a positive learning environment. Our school has an open door policy to families, where we welcome families into our classrooms and encourage them to attend our monthly morning teas for families after our whole school assemblies. Our Junior School Council took an active role in leading special days and events and donation allocations. Chiltern Primary School is a very positive and caring environment. The composite classes and shared teaching in NFA, Words Their Way and Buddies are designed to enable best practice that allows for, instructional teaching, mixed ability groupings, needs based groupings and inquiry-based programs that engage students and high expectations which enable them to learn and to develop positive attitudes to themselves and their learning.

An extensive array of enrichment and co curricula programs ensured all students were exposed to a range of learning activities and environments during 2018. They support higher levels of engagement and wellbeing.

These successful programs include:

- Student Leaders Program (House Captains and Vice Captains and Junior School Council)
- Strong home/school Partnership
- Science, Literacy and Numeracy Week events
- Performance Choir
- Kitchen Garden Program
- Junior School Council Meetings
- Variety of Specialist Programs (LOTE, Science, Bluearth, Performing Arts, Visual Arts and Library)
- Literacy and Numeracy Support
- Buddies Program
- Effective Sport Program (Interschool Sport, Swimming F-6, Clinics)
- Variety of House Sports Carnivals
  
- Variety of House Sports Carnivals
- Camps for Years 3-6

- Overnight Stay for Year 2
- Parent BBQ Night for F-2
- Incursions and Excursions
- Music Program
- Parent Information Nights
- Extensive Transition Program
- School Mini Fete and Day on the Lawn Fundraiser
- Meals on Wheels
- Chiltern Senior Citizens Community Lunches
- Parent/Student/Teacher Discussions
- Walk/Ride to school day
- Weekly hot lunches cooked by our parent community
- Lunch time programs - Play POD Program, Gojuuro Karate and Gardening

During 2018 we were in line with the State Median of 15.1 days absence for the year.

All year levels had attendance rates at or above 90%.

Foundation	93%
Year 1	94%
Year 2	91%
Year 3	92%
Year 4	93%
Year 5	94%
Year 6	90%

Records over the four year average indicate we are performing slightly better than the State Median of 15.2 days compared to Chiltern Primary School's 14.8 days.

Chiltern Primary School encourages strong levels of student attendance. Ensuring strong school attendance is addressed proactively through the school newsletter, UeducateUs, assemblies and other school events such as Information Nights and Parent/Student/Teacher meetings.

## Wellbeing

Our Foundation Transition program continued to be successful for our students and was positively received by parents. Our Transition program prepared our youngest students extremely well for their first term of schooling in 2019. Our Transition program was offered to all pre-school students and their families, with further days offered to enrolled students. Students were provided with a range of sessions to gradually explore what school will be like the following year.

Our Transition coordinator visited our feeder pre-school forging strong link with early childhood educators. Our pre-school students and their families were invited to a parent information session and morning tea where parents of the previous year's Foundation students were invited to respond to questions from future parents.

Foundation/Year 6 Buddy program also contributes in the development of social confidence in both the Foundation and Year 6 students.

Our intra-school transition program which occurs in the second last week of Term 4, links all students with the following year's classmates and teachers. This program prepares students for their entry into the next year level. In December, time is allocated for a comprehensive transitional handover between staff for every student within the school.

Feedback indicates our 2018 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. Programs highlighting leadership, personal responsibility and student choice led to students becoming confident and adaptable to meet new challenges. Events such as Year 6 Graduation and Celebration Day, focus a positive light on this time of change.

The Attitudes to School Survey conducted annually with all students in Year 4 to 6 shows good results. Results

from the Student Attitudes to School – Sense of Connectedness to school, peers and teachers indicates our result is in line with the State Median and similar schools with 80.8% responding positively. This indicates positive attitudes towards their engagement and enjoyment at school. Our wellbeing data for Student Attitudes to School – Management of Bullying indicates a high percentage of students feel positive about their experiences. 89.7% of students responded positively. The percent endorsement indicates we are above the State Median of 81.2%.

Our focus to maintain and strengthen student connectedness, we be to further develop opportunities to promote strong student involvement in areas such as learning, curriculum delivery, leadership, extra curricula activities and school improvement. In order to provide greater opportunities for students and families to engage in our school community and provide important information we have utilised the following communication methods: school website, weekly newsletters, information evenings, parent/student/teacher meetings, reports to parents, open days, school tours, committee development where needed (school fete), classroom helper opportunities and UeducateUs.

Individual Learning Plans and Student Support Group meetings (SSG's) are implemented to assist students who are operating outside the expected levels to ensure they are provided with the best support both academically and emotionally to improve overall wellbeing. These Individual Learning Plans are also developed for individuals who are operating above the expected level to ensure their learning needs are met. The continued employment of a Classroom Assistant provides additional classroom support to students and teachers.

We value parent feedback and are concerned with the data received from the 2018 Parent Satisfaction Survey because out of 39 families invited to participate, only 11 families submitted responses. We will continue to build a strong sense of partnership between staff and parents.

### **Financial performance and position**

At the end of 2018, Chiltern PS had a surplus of \$12 432.47. This was due to less expenditure than predicted in a variety of sub-programs.

This money will roll-over into 2019 and be allocated across the 2019 budget as per the School Council approved draft budget. The substantial equity funds provide additional programs and teachers to support student learning, in the areas of Literacy, Numeracy, ICT and Well-Being. Equity Funding will be used to ensure the continued employment of our Classroom Assistant and externally sourced LOTE on-line program. Equity Funding will be used towards our STEAM Program - Science, Technology, Engineering, Arts and Mathematics Program.

The surplus will be used to support the provision of programs targeting the individual needs of the students at this school and ensure students and staff have access to necessary resources; for example, to fund our externally staffed Speech Therapy Program.

Our extraordinary revenue in the areas of Fundraising and Major Works, have been allocated to much need renovations of existing structural maintenance.

**For more detailed information regarding our school please visit our website at**  
<http://www.chilternps.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 57 students were enrolled at this school in 2018, 26 female and 31 male.

0 percent were EAL (English as an Additional Language) students and ND 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

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>88%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	50%	38%	Numeracy	25%	50%	25%	Writing	13%	88%	0%	Spelling	20%	70%	10%	Grammar and Punctuation	40%	40%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><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>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	91 %	92 %	93 %	94 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	91 %	92 %	93 %	94 %	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: 

Wellbeing	Student Outcomes	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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$531,662	High Yield Investment Account	\$189,585
Government Provided DET Grants	\$121,143	Official Account	\$1,832
Government Grants Commonwealth	\$7,835	<b>Total Funds Available</b>	<b>\$191,416</b>
Revenue Other	\$10,011		
Locally Raised Funds	\$40,867		
<b>Total Operating Revenue</b>	<b>\$711,518</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$24,770		
<b>Equity Total</b>	<b>\$24,770</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$562,877	Operating Reserve	\$24,000
Books & Publications	\$547	Other Recurrent Expenditure	\$2,504
Communication Costs	\$3,475	Funds Received in Advance	\$2,432
Consumables	\$11,946	School Based Programs	\$129,041
Miscellaneous Expense <sup>3</sup>	\$42,011	Funds for Committees/Shared Arrangements	\$607
Professional Development	\$1,393	Capital - Buildings/Grounds < 12 months	\$9,170
Property and Equipment Services	\$57,264	Maintenance - Buildings/Grounds < 12 months	\$11,229
Salaries & Allowances <sup>4</sup>	\$22,596	<b>Total Financial Commitments</b>	<b>\$178,984</b>
Trading & Fundraising	\$9,550		
Utilities	\$8,264		
<b>Total Operating Expenditure</b>	<b>\$719,923</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$8,405)</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 15 March 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)

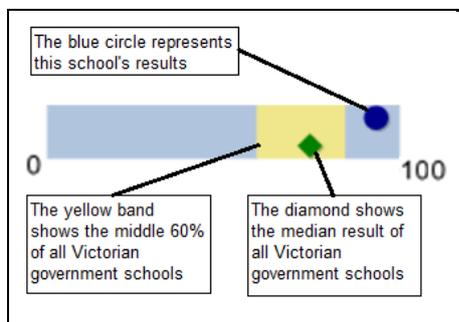
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

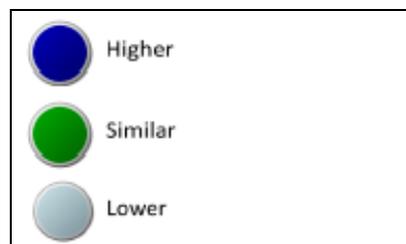


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does 'Data not available' 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').