

2019 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).
- 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 18 March 2020 at 08:07 AM by Louise Tempany (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 18 March 2020 at 09:52 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 2019 we had an enrolment of 58 students, consisting of students from 38 families - 25 girls, 33 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 and Honesty & Fairness. These values which 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 2019 consisted of one full time Principal, 3 Classroom Teachers, 3 Specialist Teachers (0.2 Music and 0.1 MACC – Art and 0.1 MARC - Library) and Education Support Staff which includes Student Support, 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.

The teaching & learning areas are bright and well-kept with access to a number of multi-purpose areas. There is an emphasis on varied learning experiences, including high quality instructional practice & inquiry based learning through real-life experiences. We continue to deliver an extensive range of specialist and extra-curricular programs including; Science, Chinese, Visual Arts, Physical Education, Library & our STEM program.

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 among 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 2019 Annual Implementation Plan to support the improvement of student learning and outcomes.

Within our 2019 Annual Implementation Plan we identified the need to improve student outcomes in English - Writing. Writing – 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
 - Teacher judgements indicate students in 2019 will be at or above expected level in Victorian Curriculum: Writing -33%
 - To improve the number of students achieving higher relative growth in NAPLAN scores for writing - from 13% to 33%.
 - To improve the percentages of students achieving in the top two bands on NAPLAN Writing in both Years 3 and 5 from 2015 levels.
 - To improve the Learning Gain results in Writing to have more students with higher learning gains from Years 3 to Year 5 from 2015 levels.
2. Literacy – FISO Dimension – Curriculum Planning and Assessment
- To improve student outcomes in Literacy (Writing)
 - To build teacher capacity to implement a whole school approach to evidence based teaching strategies in

writing

Chiltern Primary School will collaboratively work to:

- Ensure there is united and consistent practice to develop high quality student learning outcomes
- Build teacher capacity to implement high quality teaching of writing
- Develop the capacity of teachers to communicate clear Learning Intentions against agreed Success Criteria
- Build the capacity of teachers to co-construct writing goals
- Build teacher capacity in personalizing 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 utilize technology to support student learning
- Investigate opportunities to build communication with parents about student learning
- Empower teachers to manage a range of diverse student behaviors 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

Chiltern Primary seeks to ensure that all students, regardless of their ability or style of learning, have the opportunity to reach their full potential in a positive and supported learning environment. In 2019 staff continued to focus on implementing school wide practices that provided teaching and learning strategies to be differentiated to each student's point of learning. The Reading Strategies, 'Words Their Way' and CAFÉ menu program were further embedded and our school continued building on the 'Big Write' program in 2019 to ensure our whole school practice extended to writing. A Scope and Sequence in Numeracy has improved curriculum knowledge for teachers and a consistent instructional model has been created and embedded in daily practice.

Student achievement in Year 3 and Year 5 NAPLAN assessments indicates that the continuation of these individual and focused activities must remain a strong priority for teaching and learning. Student outcomes in 2019 NAPLAN performance for Year 3 and Year 5 have been similar to other Victorian schools. The school is proud of the data improvement in 2019 and our schools ability to develop a safe, respectful and fair school culture for all.

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.

In 2019 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 just below 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.

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.

NAPLAN DATA for Year 5 Numeracy indicate that Year 5 students are performing within the range of the middle 60% of Victorian Primary Schools and above the median of all Victorian Government schools.

Engagement

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 whole school assemblies, parent information sessions and social school community events such as the start of year, 'Meet and Greet Afternoon Tea' or 'BBQ'. Throughout the year we are committed to engaging with families through a variety of initiatives such as Parent/Student/Teacher Discussions, Walk/Ride to School Day, weekly hot lunches and our annual Mini Easter Fete. The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. Chiltern Primary School takes every opportunity to broaden students' experiences by providing a wide range of extra-curricular and enrichment programs including; camps, excursions, inter-school sport, choir, Junior School Council, Men's Shed program, Chiltern Senior Citizens Community lunches, Meals on Wheels and lunchtime activities such as: our POD Play program. 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. An extensive array of enrichment and co curricula programs ensured all students were exposed to a range of learning activities and environments during 2019. 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, Performing Arts, Visual Arts and Library)
- Literacy and Numeracy Support
- Buddies Program
- Effective Sport Program (Inter school Sport, Swimming F-6, Sports Clinics)
- 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, and Gardening as well as more passive play equipment

During 2019 we were in line with the State Median of 15.1 days absence for the year.

20 or more Student Absences	2019 Absence Data							
	0.5-9.5		10-19.5		20-29.5		30+	
Chiltern PS	Days	No students	Days	No Students	Days	No Students	Days	No Students
	State Average							
%	%	%	%	%	%	%	%	%

Foundation	57	4	14	1	14	1	14	
1	29		27					
Year 1	56	5	33	3	11	1	0	0
11		27						
Year 2	67	4	0	0	33	2	0	0
33		26						
Year 3	44	4	44	4	0	0	11	1
11		25						
Year 4	42	5	42	5	17	2	0	0
17		26						
Year 5	38	3	50	4	0	0	13	1
13		27						
Year 6	62	8	31	4	0	0	8	1
8		29						

All year levels recorded student attendance above 90%

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

Records over the four year average indicate we are performing better than the State Median of 16.3 days compared to Chiltern Primary School's 13.2 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 receive by parents. Our Transition program prepared our youngest students extremely well for their first term of schooling in 2020. 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 2019 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.

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.

In 2019 our school focused on improving our school connectedness data with a focus area on embedding our Student Engagement Policy. Our Student Engagement and Wellbeing policy provides clarity and support for the excellent prevention and intervention strategies employed at our school and each week as part of our Staff Meeting we include a 'Students to Note,' section with a focus on sharing pertinent information about student wellbeing, all staff attend this meeting. Together with Student Support Services Officer guidance from our Network, we are able to discuss and monitor student well-being data. We are a partner school for the Respectful Relationships Rights and Resilience (RRRR) program and have collated baseline data and continue to implement teaching and learning materials with a whole school commitment in 2019. In 2019 our student leaders took part in a RRRR student focus group, which provided our students with strategies to move into new leadership roles in 2020. Our Attitudes to School Data has shown significant improvement across all areas from 2018-2019. In particular, we demonstrated substantial gains in the the following areas: Effective teaching practice for cognitive engagement, social engagement and school safety. We have continued with invaluable programs such as Meals on Wheels and Community Lunches. In 2019 we saw the implementation of Taekwondo to further enhance engage student engagement. This program flowed into an elective lunch time club.

Our Attitudes to School Survey indicated significant growth during 2019.

	Chiltern PS	State Mean
Sense of Connectedness	99.3%	80.9%
Managing Bullying	100%	81.6%
POS		
Parent Satisfaction	90.4%	85.8%
Staff Opinion Survey		
School Climate	82.2%	79.5%

Financial performance and position

At the end of 2019, Chiltern PS had a surplus of \$6,627.23. This was due to less expenditure than predicted in a variety of sub-programs.

This money will roll-over into 2020 and be allocated across the 2020 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 face to face LOTE 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 and Reading Recovery 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	
<p>Enrolment Profile</p> <p>A total of 57 students were enrolled at this school in 2019, 27 female and 30 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	









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>Similar </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 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>Below ●</p> <p>Below ●</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>Below ●</p> <p>Above ●</p>

Performance Summary

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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	93 %	94 %	92 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	93 %	94 %	92 %	94 %										

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>Above ●</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>Above ●</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	\$562,487	High Yield Investment Account	\$199,109
Government Provided DET Grants	\$119,581	Official Account	\$3,981
Government Grants Commonwealth	\$1,800	Total Funds Available	\$203,090
Revenue Other	\$7,098		
Locally Raised Funds	\$39,906		
Total Operating Revenue	\$730,873		
Equity¹			
Equity (Social Disadvantage)	\$39,570		
Equity Total	\$39,570		
Expenditure		Financial Commitments	
Student Resource Package ²	\$555,497	Operating Reserve	\$24,581
Books & Publications	\$369	Other Recurrent Expenditure	\$2,688
Communication Costs	\$3,849	Funds Received in Advance	\$3,219
Consumables	\$8,961	School Based Programs	\$120,579
Miscellaneous Expense ³	\$47,506	Funds for Committees/Shared Arrangements	\$2,713
Professional Development	\$1,183	Capital - Buildings/Grounds < 12 months	\$20,123
Property and Equipment Services	\$52,989	Maintenance - Buildings/Grounds < 12 months	\$29,186
Salaries & Allowances ⁴	\$20,950	Total Financial Commitments	\$203,090
Trading & Fundraising	\$11,964		
Travel & Subsistence	\$223		
Utilities	\$11,143		
Total Operating Expenditure	\$714,633		
Net Operating Surplus/-Deficit	\$16,240		
Asset Acquisitions	\$0		

- (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)

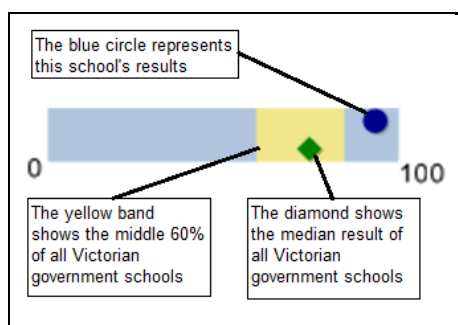
Engagement

- 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).

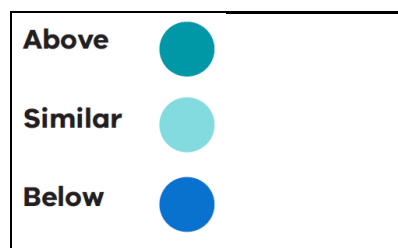


What does *School Comparison* refer to?

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').