

# 2019 Annual Report to The School Community



School Name: Plenty Parklands Primary School (1915)



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

Attested on 27 August 2020 at 02:18 PM by Claire McInerney (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 16 November 2020 at 02:55 PM by Roger Baker (School Council President)

## About Our School

### School context

It is said that it takes a village to raise a child and at Plenty Parklands Primary School we believe that this is true. Working together as a school community brings stronger and sustainable outcomes for our students and builds quality relationships.

Our village located in the northern suburbs of Melbourne, is a place of learning and our PURPOSE is to educate children as lifelong learners to thrive in our rapidly changing and increasingly connected world.

Our Purpose and Vision statements and our Values truly reflect our community, giving us a clear future direction and forming the basis for all decision making.

Our VISION is:

1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles.
2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.
3. Our school promotes and fosters individual and team excellence.
4. Value is added to each child's life through our interdependent partnership between parents, staff, students and the community.

Our strong, all pervasive VALUES are:

A FAIR GO FOR ALL – I live by Australia's tradition of democracy and freedom. I live in harmony and am open minded to diversity.

HONESTY – I tell the truth, even when it is difficult.

RESPECT – I treat others, as I would like to be treated, with kindness and courtesy.

TRUST – I am responsible and do the right thing.

CARE – I am kind to others and am considerate of their feelings.

PERSONAL ACHIEVEMENT – I put in my best effort by being persistent, resilient and responsible for my learning and behavior.

These values underpin the actions of all 740 students, 64 staff, parents and community members. All understand the shared expectation that everyone will live by these values. Our focus on the academic, social and emotional wellbeing of all our students, involves a clear definition of what it means to live by these values.

What skills and qualities do our young people need today so that they can contribute to and thrive in their future? The answer to that question drives our focus on improvement and planning.

We provide an excellent range of high quality curriculum and extra curricula programs. Our eLearning program and range of equipment, including either an interactive whiteboard or large screen television in every class, netbooks, coding robots, a green screen, desk top computers, cameras and iPads, provide many opportunities for our students to engage with technology as a tool for their learning. We offer a range of specialist programs; Physical Education, eLearning, Languages, which for us is Indonesian, and The Arts; Music, Visual and Performing Arts.

We also provide an extensive range of co-curricular activities including the biennial concert and family dance, choir, Tournament of Minds, community projects, chess club, camping program and numerous sporting activities.

Strong relationships and clearly documented processes are keys to the smooth operation of our school, offering consistency of approach in programs, student wellbeing and engagement and strong accountability to our community and the Department of Education and Training.

If you value a strong, interdependent relationship between school and home, Plenty Parklands Primary School is the school for you.

### Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning - Provide a differentiated curriculum and teaching program that has depth and breadth, enabling all students to make expected progress in the areas of English, Mathematics and Science

Key Improvement Strategies -

Focus on the English Writing mode to build teacher capacity to structure and teach an effective writing program which improves each student's skills as a writer. We continued with our writing improvement initiative, consolidating teachers' organisational routines and conferring skills and expanding the focus to include the teaching of grammar.

Build teacher capacity in the teaching of Science throughout our school and increase student engagement with the Science curriculum. We began a Science/STEM initiative program with two newly appointed Science Specialist teachers working with other teachers to build greater confidence and capacity to teach Science.

Consolidate professional knowledge that has been a focus in the first three years of our School Strategic Plan and translate this knowledge into routine practice in our teaching and learning program.

The school's professional learning has well articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets.

Teachers make links between students' progress data and their own professional learning needs. Teachers routinely use student learning data to diagnose their own development priorities.

Positive climate for learning - Increase students' connectedness to school, staff and peers using the Quality philosophy to strengthen the processes and protocols which support student engagement and the Gradual Release of Responsibility.

Key Improvement Strategies -

Empower students to take responsibility for their own learning, with teaching staff drawing on relevant knowledge and strategies outlined in the resources, Practice Principles for Excellent in Teaching and Learning and High Impact Teaching Strategies to augment our Quality approach.

Building school pride by creating authentic opportunities for increased student voice into curriculum implementation.

Also, wider aspects of school life and participation in extra curricula activities.

Professional learning teams are formalised and teachers work collaboratively to review and develop their practice.

Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.

Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.

The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice.

The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council. Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.

Health and wellbeing - Continue to strengthen the processes and protocols which support student wellbeing.

Key Improvement Strategies -

Work with the relevant stake holders defined in our systems view to embed our revised values in all aspects of school life.

Use our Student Engagement and Wellbeing Policy to ensure consistent implementation in response to social and behavioural issues as they arise.

Provide effective learning programs that develop students' sense of wellbeing.

Strengthen our ability to provide an inclusive educational environment to support our students with special needs.

Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to all who visit the school.

Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.

The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision making processes and have a voice in relevant school decisions.

Parent/carer and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.

Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families. The school has an integrated approach to learning, health and wellbeing focused on providing group based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.

## Achievement

Staff identified our use of data (data walls and data analysis) as the most significant contributing factor as making a positive impact, followed closely by our assessment schedules and practice of ongoing assessment. Moderation was also frequently identified by many staff. Also having the opportunity to work with colleagues on Planning Days and the use of Professional Practice Days.

We have undertaken a significant amount of work on our major whole school focus on writing, working with Deb Sukarna as our professional expert and coach. This included extensive Professional Learning at whole school level, within year level units and at leadership level, which enabled a cohesive approach to changing our practice in writing. Teachers and students now have clearly defined routines established for their writing workshop and these are consistently implemented across all year levels. Evidence of this has been gathered through the observations of teachers in the classroom, leaders, discussions and self reflections at unit meetings, PL and PDP discussions. Home group teachers also reported that students are familiar with the process and the expected quality of entries in their writer's notebook, resulting in a lift in the quality of student writing. The PPPS Model of Practice (MOP) in writing has been reviewed a number of times in consultation with Deb Sukarna to reflect this changing approach. The High Impact Teaching Strategies (HITS) have also been explicitly referenced and incorporated into the MOP.

In moderation tasks, it was evident that teachers understanding of Critical and Creative Thinking (CCT) had increased and discussions were more informed and insightful. The HITS and Habits of Mind drove the application of the thinking capability in early years. Year 1 and 2 also built on the capacity of student's thinking through the use of C.A.F.E. strategies in Reading. Years 3-6 focused on questioning in reading to build depth of comprehension, using higher order question stems to address within, about and beyond the text thinking. Inquiry units including units that use the STEM design process also reinforced and applied the concepts of CCT. Specialist teachers also applied various aspects of the HITS in their programs, but not consistently as the diverse nature of the specialist programs at PPPS.

We have provided both whole school curriculum days and follow up Professional Learning about the 'Big Ideas in Number' to support concept development in Number for our students as they progress through primary school. Teachers were required to incorporate these into their planners. Teachers also became familiar with the 'Common misconceptions in Number' and the related professional resources to support the identification of these and then to know what strategies need to be employed to rectify these misunderstandings and strengthen students' understanding of the key maths concepts that form the foundation for future maths learning.

The students who are funded on the Program for Student Disabilities, are ably supported by a senior staff member who coordinates the program and the Education Support staff who work with the students.

All children have an Individual Learning Plan and are making progress according to their ability level. Student Support Groups are held each term to inform the parents of their child's progress and to adapt goals as required.

Moving into 2020 and beyond, our focus is to improve literacy and numeracy outcomes for all students.

Key Improvement Strategies are to embed the current school pedagogy to a high level consistently across the school; review and embed an evidence based whole school approach to a cycle of planning, implementing and evaluating; build teacher capacity to deliver a curriculum that addresses the point of need of every student and build teacher capacity in data literacy.

## Engagement

The culture of PPPS is reflected in our commitment to the school values by students, staff and leadership. Our leaders clearly articulate the vision and values to all stake holders. The values are referred to consistently across all year levels. SIT members are involved in the creation of the AIP and there are a number of opportunities for staff to work collaboratively. The Performance and Development process is thorough and the leadership team guides this process. Our JSC and Student voice team contribute to the school's vision and culture and provide opportunities for students to participate in meaningful student leadership. Students in years 4-6 participate in the Attitude to School Survey with the data thoroughly examined. This is used to inform any changes needed in our curriculum delivery and school processes.

Our work on empowering students to take responsibility for their own learning, involved teachers drawing on the relevant knowledge and strategies outlined in Practice Principles for Excellence in Teaching and Learning and the High Impact Teaching Strategies (HITS) to augment our Quality approach.

We provided targeted Professional Learning in building student voice, agency and leadership, using DET's Amplify publication as a basis. Teachers were expected to design curriculum and daily programs that fostered students' independent work habits and their ability to take responsibility for their own learning. A key aspect of this was for teachers to develop in depth knowledge of their students, give regular and constructive feedback and plan for their students' individual needs through differentiated weekly planners.

Students demonstrated an increased capacity (at an age appropriate level) to take responsibility for their own learning and develop independent work skills. As part of this process students were encouraged to use their own data and feedback to plan their learning, using tools such as capacity matrices. They were expected to set learning goals and gather evidence of their achievement. This was a regular part of the student learning program. Through our review process, we identified areas of improvement in this process and the need to adopt more regular short term goals that can be achieved over a shorter time frame and focus on student's immediate work.

We established a student voice team looking at school wide issues and ideas and this was successfully used in gathering feedback from our students for our school review process. While we started to explore how to foster student voice and agency into their daily classroom program, our next step will be to increase these opportunities and seek student feedback about the effectiveness of their learning program.

Our commitment to the Quality approach will be complemented by adopting the Professional Learning Community model in 2020. It mirrors many of the processes and tools used by Quality to strive for continual improvement.

Moving into 2020 and beyond, our focus will be on improving engagement in learning for all students by implementing a whole school strategy to maximise student voice, learner agency and student leadership; develop a culture of high expectations and excellence throughout the school community and to improve the wellbeing and resilience of all students. These strategies will support the school's efforts to ensure that every child attends school each day.

Our four year average absence data shows that there has been a steady increase in the number of days of absence across the school. The 2019 attendance rate by year level is: Prep 92%, year 1 90%, year 2 91%, year 3 92%, year 4 92%, year 5 92%, year 6 91%.

## Wellbeing

Established a school Wellbeing committee.

Updated and implemented Wellbeing and Engagement Policy.

Modelling and participating in Mindfulness tasks during curriculum days.

Professional learning session specifically focused on Mindfulness.

Unpacking Personal and Social Capability from Victorian Curriculum.

Whole school transition mornings supported students to familiarise themselves with expectations of the coming year.

Greater emphasis was placed on living and modelling the values.

Cohort or class meetings were called immediately when important needs arose.

Created authentic opportunities for increased student voice into wider aspects of school life.

We have tapped into the expertise from a range of people from our community that targeted our whole school community.

- Chris Daicos who hosted a night about building child resilience and spoke to kindergarten parents to help them

prepare for their child to begin school.

- Susan McLean who presented to both staff and parents about the importance of Cyber Safety.
- Parent Zone and Drummond Street Family Services have provided a parenting course for families that need support in this area.
- United Minds supports mental health issues for both students and parents.
- Cannine Comprehension Dog Assisted Therapy.

We have also tapped into specialists from our community to provide an inclusive curriculum for our students.

- Northern School for Autism to support with the understanding of autism and adapting curriculum in the classroom.
- Tali Training 5 week course to support students with ADHD.
- Occupational Therapist provided a 3 week course for students who needed support in fine motor and self regulation.
- Providing a social skills program in Term 3 for students who are finding it challenging in this area.
- Respectful Relationships implemented in all year levels.
- We have provided a variety of lunchtime clubs such as; Lego Club, chess club, computer club and drawing club that tap into student's diverse interest and support students who can find the playground overwhelming and struggle with unstructured play. We applied for and have received an Inclusive School Grant which will be used to structure a safe and quiet space for those children who can find the playground overwhelming and would prefer a space away from the rest of the student population.
- We have fostered social activities such as lunch club, morning teas and staff social nights to staff relationships and morale within our school.

Our Health and wellbeing focus in the new AIP provides for professional learning for staff, intervention in the early years to identify students who need a tailored social skills programs and compliments the classroom program to reinforce these skills and ensure student behaviour reflects the school's expectations.

### **Financial performance and position**

Plenty Parklands Primary School ended the 2019 calendar year with a Net Operating Surplus of \$449,183. \$182,300 being Funds Received in Advance. We received \$160,000 being the first payment of the School Pride and Sports Fund which was spent on the Block D toilet upgrade which was completed in 2018. We also received \$40,000 Capital Works funding of which \$30,000 was used for landscaping.

We received the Australian Sport Grant of \$1,700 in Term 1, \$2,200 in October 2019 and \$1,300 in December 2019. We received \$1,023 for a Safety switch upgrade.

Fundraising income was higher in 2019 than 2018 because we held our school concert. Profit for the year through fundraising was \$64,760.59.

Our hire of school facilities income from eight hirers was higher in 2019 than the previous year. Uniform income and expenditure were up on the previous year.

We received a \$16,500 donation from Camp Australia which we used to purchase new classroom furniture for the Year 6 students.




**For more detailed information regarding our school please visit our website at**  
[www.plentyparklands-ps.vic.edu.au](http://www.plentyparklands-ps.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

#### Enrolment Profile

A total of 739 students were enrolled at this school in 2019, 334 female and 405 male.

34 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.









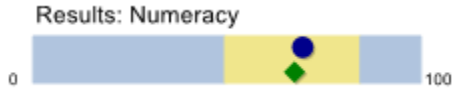
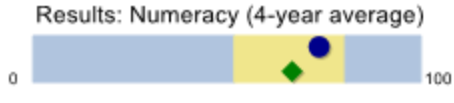










## Performance Summary

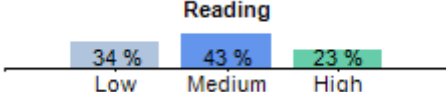
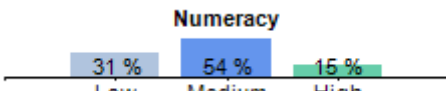
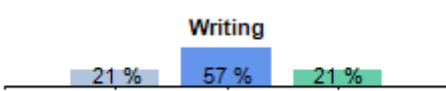
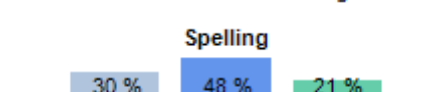
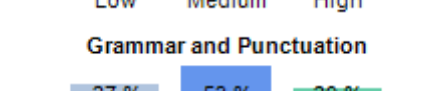

| Achievement   | Student Outcomes  | Similar School Comparison  |
|---|---|--|
| <p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span><br/>Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p><b>Key:</b> Similar School Comparison<br/> <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p> |



## Performance Summary




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

## Performance Summary

| Achievement  | Student Outcomes   | Similar School Comparison   |
|--|--|---|
| <p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></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> |

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison Above Similar Below

| Engagement   | Student Outcomes  | Similar School Comparison  |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
|--|---|--|------|------|------|------|-----|-----|------|------|------|------|------|------|------|--|
| <p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b><br/>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p> | <p><b>Results: 2019</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> | <p>Below </p> |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
| <p><b>Average 2019 attendance rate by year level:</b></p>  | <table border="1" data-bbox="544 969 1019 1061"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>                                       | Prep   | Yr1  | Yr2  | Yr3  | Yr4  | Yr5 | Yr6 | 92 % | 91 % | 91 % | 92 % | 92 % | 92 % | 91 % | <p>Similar school comparison not available</p> |
| Prep   | Yr1   | Yr2  | Yr3  | Yr4  | Yr5  | Yr6  |     |     |      |      |      |      |      |      |      |  |
| 92 %   | 91 %  | 91 %   | 92 % | 92 % | 92 % | 91 % |     |     |      |      |      |      |      |      |      |  |

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

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

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement<br>Summary for the year ending 31 December, 2019 |                    | Financial Position as at 31 December, 2019 |                  |
|--|--------------------|--|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                     | <b>Actual</b>    |
| Student Resource Package   | \$5,709,191        | High Yield Investment Account              | \$328,167        |
| Government Provided DET Grants   | \$615,388          | Official Account                           | \$59,911         |
| Government Grants Commonwealth   | \$5,200            | <b>Total Funds Available</b>               | <b>\$388,078</b> |
| Revenue Other  | \$37,647           |  |                  |
| Locally Raised Funds   | \$641,169          |  |                  |
| Capital Grants   | \$200,000          |  |                  |
| <b>Total Operating Revenue</b>   | <b>\$7,208,596</b> |  |                  |
| <b>Equity<sup>1</sup></b>  |                    |  |                  |
| Equity (Social Disadvantage)   | \$65,040           |  |                  |
| <b>Equity Total</b>  | <b>\$65,040</b>    |  |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>               |                  |
| Student Resource Package <sup>2</sup>  | \$5,527,596        | Operating Reserve                          | \$194,037        |
| Books & Publications   | \$5,767            | Provision Accounts                         | \$2,914          |
| Communication Costs  | \$7,817            | Funds Received in Advance                  | \$182,300        |
| Consumables  | \$76,829           | School Based Programs                      | \$15,000         |
| Miscellaneous Expense <sup>3</sup>   | \$236,653          | <b>Total Financial Commitments</b>         | <b>\$394,252</b> |
| Professional Development   | \$85,745           |  |                  |
| Property and Equipment Services  | \$292,417          |  |                  |
| Salaries & Allowances <sup>4</sup>   | \$366,941          |  |                  |
| Trading & Fundraising  | \$96,918           |  |                  |
| Travel & Subsistence   | \$88               |  |                  |
| Utilities  | \$62,639           |  |                  |
| <b>Total Operating Expenditure</b>   | <b>\$6,759,412</b> |  |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$449,183</b>   |  |                  |
| <b>Asset Acquisitions</b>  | <b>\$62,703</b>    |  |                  |

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

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

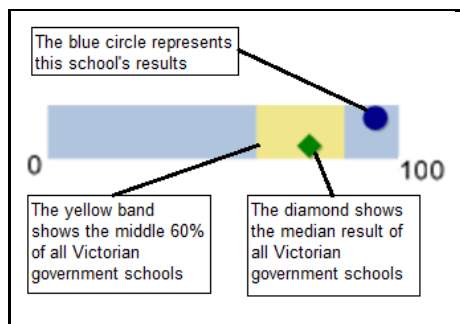
### Engagement

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

### Wellbeing

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

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

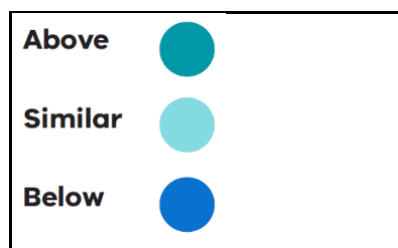


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').