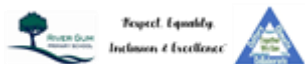


# 2019 Annual Report to The School Community



School Name: River Gum Primary School (5130)



- 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 19 March 2020 at 12:16 PM by Roma McKinnon (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 05 May 2020 at 03:21 PM by Ben Goetjens (School Council President)

## About Our School

### School context

#### VISION:

"At River Gum Primary School students own their own learning and teachers use their pedagogical knowledge to personalise learning. We value community, relationships and reflection."River Gum Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education. This will allow opportunities for our students to live fulfilling, productive and responsible lives

#### VALUES:

Our school purpose and all of our community's collective work is underpinned by our core values of:

Respect: for relationships, ourselves, each other and our environment and understand that our attitudes and behaviours have an impact on the people around us.

Equality: each member of our community is and will be treated the same and take every opportunity to ensure that everyone has equal access and opportunities to succeed and grow.

Inclusion: each member of our community is welcomed and valued for the contribution they make and take every opportunity to embrace diversity.

Excellence: each member of our community will be challenged to achieve their personal goals and aspire to excel in all that they do.

Our Motto: Together We Can- for every child, every day.

#### ACHIEVEMENT:

An analysis of the school's 2019 NAPLAN data identified a high proportion of students achieving in the bottom two bands in Year 5 Reading and Numeracy. The School Performance Report had an overall result of transform in Reading, reflected in the three measures. The proportion of students achieving below benchmark growth and achieving above benchmark growth in Reading both showed an increased trend over the review period. In Numeracy the proportion of students achieving above benchmark growth increased, whilst the proportion achieving below benchmark growth also increased.

The school hypothesized that building the instructional practice of every teacher (through professional learning, coaching, mentoring, peer observation and feedback) will embed the use of high impact teaching strategies for consistent application of the pedagogical model. Further, the collaborative application of the FISO improvement cycle will embed analysis of evidence and assessment data to plan for differentiated learning.

A continuing emphasis on improving student achievement in English and Mathematics was warranted within the next School Strategic Plan, with a particular focus on Reading

#### ENGAGEMENT:

Panel observations and staff feedback identified an inconsistent approach to developing and monitoring learning goals and success criteria. Focus group discussions raised student's reliance upon teacher feedback to determine their next steps in learning. The Panel concluded that students were passive in directing their own learning. The school hypothesized that by fully enacting their motto of 'Together we can for every child, every day in every classroom', would underpin improvement in student voice and agency

The 2019 Attitudes to School Survey factor of Student voice and agency of 84 per cent positive endorsement had improved compared to 69 per cent (2018) and 61 per cent (2017). However, was lower than other factors in the Social Engagement domain.

The Panel endorsed the FISO continua assessment of Global citizenship as Emerging.

The Panel concluded that strengthening student voice, agency and leadership in their learning was an important focus for the next School Strategic Plan.

#### WELLBEING:

Research indicated that metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students' resilience through building social and emotional skills.

The 2019 Attitudes to School Survey reflected gender differences for the Domains:

- Managing bullying with Year 4 females' higher positive endorsement than male students

- Experiencing bullying with Year 4 males' greater endorsement than female students.

The Panel acknowledged school contextual factors of an increasing trend of the Student Family Occupation and Education Index to 0.64 in 2019, the high level of transience throughout a calendar year and sizeable cohorts of students with disabilities and vulnerable students (out of home care).

Absence is a lead indicator for student achievement and engagement. The School Performance Report showed that the overall attendance rate had increased to 92.6 per cent, with low average unapproved absence days. The average days absence (accountable) was higher for F-Year 2 students than for Years 3-6 students.

The Panel concluded that enhancing student social and emotional learning aligned with a focus upon student health and wellbeing was an important focus for the next School Strategic Plan.

#### Workforce composition

Teachers - 27 Full time and 11 Part time staff

3 Leading Teachers and 3 Learning Specialists

Long term leave - 4 ongoing teaching staff

ES staff 18 (made up of a mix of full time and part time staff)

Leadership Profile: Principal, Assistant Principal, 3 Leading Teacher positions, 3 Learning Specialists in English and Mathematics & Response to Intervention, 1 Co-ordinator of Intervention and Extension and a Social Worker leading Wellbeing.

#### Geographic location

Our school is located in Hampton Park, a suburb in the City of Casey and Melbourne's south-east growth corridor. We are proud of our school community, and with a history of over 30 years our school caters for a wide range of social, economic and cultural backgrounds. Our SFO is .7396.

#### Size and structure, including details of programs offered for overseas students

In 2019 our enrolment was 548.

Our school is culturally diverse. 372 students speak a language other than English at home. This is 67.03% of the student body. 216 of these students were born in Australia, but speak a language other than English at home. They represent 38.92% of the student body. Various languages are spoken by our community; Dari, Khmer, Hazaraghi, Samoan and Vietnamese being the most common.

### Framework for Improving Student Outcomes (FISO)

In 2019 our School Improvement Priorities were:

1. Excellence in teaching and learning – Curriculum Planning & Assessment
2. Positive climate for learning - Empowering students and building school pride

We addressed the Improvement Initiatives of "Curriculum Planning & Assessment" and "Empowering students and building school pride" by:

1. Continuing documentation of a yearly curriculum overview, with priority standards established in English and Mathematics. A review of school wide assessment to focus on consistency in moderation and common assessment tasks, delivered through whole school agreed curriculum approaches in the Big Ideas In Number & Readers/Writer's workshop.
2. With the introduction of the Amplify document in 2018 a small student leadership group was established, with a focus on reintroducing a coloured house system to build school connections and belonging. this was supported by a continued whole school focus on The Resilience Project, our Social Emotional Framework.

In 2019 the FISO improvement initiatives addressed the key improvement strategies of the 2019 AIP in Achievement, Engagement & Wellbeing. School Improvement Teams regularly tracked and monitored progress against activity milestones throughout the year. With a mindset of continuous improvement in all selected FISO focus areas, our

impact on student outcomes continues to trend upwards.

## Achievement

Our PSD students are attached to ES staff members, who collaboratively differentiate the classroom instruction to ensure the curriculum has reasonable adjustments and is accessible. Every PSD student has an ILP, shared with family and other key stake holders during the termly SSG.

In 2019, River Gum Primary school placed a significant emphasis on improving student learning outcomes in the domains of English and Mathematics. The initiatives and curriculum approaches at River Gum Primary School align with the DET school improvement model of the Framework for Improving Student Outcomes. From this framework, River Gum Primary School selected two priority areas which were Excellence in Teaching and Learning: Community Planning and Assessment and Positive Climate for Learning: Empowering Students and Building School Pride. The equity funding that River Gum Primary School received in 2019 was essential in providing the human resources necessary to adapt the intervention and extension program at River Gum Primary School in order to meet the diverse learning needs of every student in every classroom. Decisions that were made by either staff or the Leadership team aligned to current DET initiatives as well as the Strategic Plan and Annual Implementation Plan.

In 2019 River Gum fully adopted the Readers and Writers workshop model that was recommended by our literacy consultant, Lisa Keskinen and DET preferred approach. The Readers workshop approach allowed for students to engage with their literacy program through personalised goals. Although we were seeing some success with this program we realised that we had a missing piece within our structured literacy program. The students were lacking decoding skills necessary to fully participate in the readers and writers workshop. We decided in line with our strategic plan and AIP that in order to have the greatest impact on student learning outcomes to add a synthetic phonics program to our literacy approach in order to scaffold the learning for our students. The rationale is that the synthetic phonics program (Orton Gillingham Approach) will provide students the scaffolding and skills they need to maximise learning gain from the readers and writers workshop. In 2019 this approach was trialed in the foundation team as well as an intervention approach in the middle school. The foundation team was trained in the Orton Gillingham approach in January 2019 while the intervention and extension teachers were trained in May of 2019. The foundation data showed a significant uptick in reading fluency growth through the 'dibels assessment'.

In Numeracy the 'Big Ideas in Number' by Dianne Siemen continued to be the whole school numeracy approach. We also appointed two primary maths specialists through the DET PMSS program. The PMSS program in 2019 led to an increased focus on our mathematics planning in particular our use of rich, challenging and authentic maths tasks. In 2019 the middle school trialed a mathematics intervention and extension program with a heavy focus on lifting students meeting or achieving above expected level in number. The school triangulated data reflected a significant increase in learning gain as a result of the interventions that took place. In 2019 River Gum Primary School ran small but highly targeted numeracy intervention with the year 5 students leading into NAPLAN. The impact of this targeted approach was significant with 37% of students above benchmark growth compared to only 27% by similar schools. This was a 17% increase from 2018. We also were able to nearly double our percentage of students in the top 2 bands from 8% in 2018 to 14% in 2019.

In 2019 River Gum Primary School challenged ourselves to improve our teacher judgments to NAPLAN. A substantial focus on data was put into place through the creation of a whole school data spreadsheet tracking and colour coordinating all of our student's summative assessments. Teachers are developing their skills to triangulate their formative assessment, moderated work and the summative assessment spreadsheet to improve teacher judgments thus allowing for more targeted interventions. In 2019 teachers and students were a part of three way conferencing while continuing to use 'Seesaw the Learning Journal' to provide continuous reporting so that parents and carers could track students learning growth and achievements throughout the year. To monitor and track the progress of PSD students teachers continue to use the ABLES continuum.

In 2019 River Gum Primary Schools Year 3 NAPLAN top 2 bands saw a 6% increase in reading moving from 26% to 32% vs 41% at similar schools. Writing top 2 bands had a massive increase from 18% to 34% moving much closer to

similar schools. Similarly numeracy in year 3 NAPLAN saw a significant increase from 16% to 22% moving very close to similar schools. The work in synthetic phonics should have a positive impact on both reading and writing data in the upcoming years.

In 2019 River Gum Primary Schools Year 5 NAPLAN top 2 bands was stagnant showing a very minimal decrease in students in the top 2 bands. We are still trailing similar schools, this has impacted our new strategic plan resulting in a major focus on reading. In writing we saw a monumental increase of 9% in our top 2 bands moving close to similar schools. As previously mentioned above numeracy saw a significant increase in both top 2 bands and benchmark growth.

We had made a positive impact in numeracy as made evident by our school performance report. Our increase in year 3 results are showing that are early years interventions are having a net positive impact while we are predicting a large growth as the synthetic phonics fluency approach becomes embedded within the school. Our continued work on intervention and extension as well as building consistency of the implementation of our school instructional model will help support the growth and development of student learning outcomes.

## Engagement

The student engagement goals progressed well in 2019.

The highlights were as follows:

- \* Events and school pride was a big focus for 2019. In each of our events in 2019 we focused on either Wellbeing, Achievement or Engagement for our students.
  - \* 3 way conferencing was introduced in 2019. This was to give students more ownership over their own learning and allow them to co-design goals with their teachers. The feedback from staff was overwhelmingly positive.
  - \* Student leadership introduced play leaders. Students were given responsibility for organizing games, looking after the wellbeing of younger students and raising any concerns with teachers.
- An Attendance Officer was employed in term 1, with the intention of managing first day contact via the SMS system, and working closely with students and families who have concerning attendance patterns. Attendance rewards were offered across the school, promoting "every day counts". 2020 will see a keen focus on F-2 attendance as per data. We worked closely with the region to manage students with chronic absenteeism.

Whilst we believe that 2019 was a resounding success, there are areas we feel we can improve. We feel we can do more at our community events to engage parents and promote our school values, this will be a focus in 2020. 3 way conferencing has also evolved, we will promote HITs that it targets and also increase parent involvement via the meetings. Student leadership has also evolved to include wellbeing, engagement and achievement leaders, these leaders will be responsible for engaging all students and having their own goals related to the 2020 AIP.

## Wellbeing

-Our breakfast Club continues to be a thriving meeting place in the morning, ensuring our students start the day with positive social interaction and a nutritious breakfast. 2020 will see us participate in a Foodbank partnership, allowing us to invite families in for ongoing cooking lessons, aimed at increasing knowledge around food, budgeting whilst decreasing food insecurity.

-The Resilience Project continues to be offered in every classroom, allowing our students to increase their emotional literacy, whilst explicitly being taught mindfulness, gratitude and empathy. RRRR was offered, as a partner school, alongside The Resilience Project. 2020, we will commence as a lead school for RRRR, building our expertise and knowledge in gender equity and equality.

-Transition is a focus for Wellbeing. Our Foundation transition provides a structured step into school life, providing students sessions to increase familiarity as well as key information for parents/care givers. Our 6-7 transition is smooth, with approximately 95% of our senior cohort attending the Hampton Park Secondary College. Our formal end of year transition receives positive feedback from both students and staff. However our ongoing transition throughout the year is an area we will focus on in 2020, given our transient student cohort.

## Financial performance and position

The financial position as at 31st December 2019, as indicated by all reconciled bank accounts for River Gum Primary School, was \$503,369.14. This includes cash operating revenue of \$1,340,225, cash operating expenditure of \$1,058,677 and capital expenditure of \$210,110. The cash surplus of \$71,438 was due to expected building and maintenance expenditure in 2020, including Foundation building renovations and external basketball court resurfacing. The SRP credit surplus of \$301,450 was due to managing staff leave internally as approved through consultation.

Extraordinary revenue and expenditure for 2019:

Revenue

Equity funding \$1,307,415.80 Cash and Credit equity funding – Used on additional human resources and priority areas in the AIP

Sporting Schools Grant \$12,900 Australian Federal Government Initiative

Pre-service teacher practicum \$24,696 Teaching academy initiative - used toward teacher supervision payments & professional development

Gymnasium Hire \$2,725 Gym hire – General revenue

Uniform Commission \$1,241.09 Primary School Wear (PSW) Agreement – General Revenue

Targeted Funding \$28,024.15; \$15,000.39 Bastow CRT Reimbursements; \$4904.76 Active Kids Grant; \$5,000

Music Grant; \$3,119 TAPP Reimbursement

Expenditure

Leased iPads, Student Laptops, Interactive TV's and Electronic Whiteboards \$232,308 Inclusion and technology for equity

Student and common area furniture \$46,064 Replacing old furniture

Professional Development - MSL Training \$16,245 Intervention strategy and building teacher capacity to implement MSL

Classroom library books \$14,617 To support AIP reading goal

Foundation building maintenance project (painting) \$48,678 Building maintenance

New Foundation Playground \$79,766 Ground maintenance

Internal basketball court resurfacing \$ 29,821

Server \$13,800 Technological equipment upgrades

Concrete driveway \$12,622 Grounds maintenance

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




**<https://www.rivergumps.vic.gov.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 543 students were enrolled at this school in 2019, 264 female and 279 male.

68 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><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:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Similar</b> </p> <p><b>Below</b> </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><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>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>Below </p> <p>Below </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><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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>33%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>38%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>52%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	45%	14%	Numeracy	29%	33%	37%	Writing	21%	52%	27%	Spelling	30%	38%	32%	Grammar and Punctuation	38%	52%	10%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <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%
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: ◆ **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> 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>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	92 %	93 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	91 %	92 %	93 %	94 %	93 %										

## 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><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>Above <span style="color: teal; 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>Above <span style="color: teal; 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 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	\$5,956,302	High Yield Investment Account	\$453,298
Government Provided DET Grants	\$1,121,976	Official Account	\$50,071
Government Grants Commonwealth	\$36,840	Other Accounts	\$0
Revenue Other	\$32,790	<b>Total Funds Available</b>	<b>\$503,369</b>
Locally Raised Funds	\$148,618		
<b>Total Operating Revenue</b>	<b>\$7,296,527</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,300,405		
<b>Equity Total</b>	<b>\$1,300,405</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,663,827	Operating Reserve	\$167,663
Books & Publications	\$14,618	Other Recurrent Expenditure	\$4,809
Communication Costs	\$5,658	Funds Received in Advance	\$66,872
Consumables	\$148,382	School Based Programs	\$1,800
Miscellaneous Expense <sup>3</sup>	\$249,190	Funds for Committees/Shared Arrangements	\$191
Professional Development	\$32,382	Repayable to the Department	\$54,217
Property and Equipment Services	\$476,010	Asset/Equipment Replacement < 12 months	\$70,000
Salaries & Allowances <sup>4</sup>	\$68,841	Maintenance - Buildings/Grounds < 12 months	\$138,000
Trading & Fundraising	\$20,171	<b>Total Financial Commitments</b>	<b>\$503,553</b>
Utilities	\$43,426		
Adjustments	\$3,134		
<b>Total Operating Expenditure</b>	<b>\$6,725,639</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$570,888</b>		
<b>Asset Acquisitions</b>	<b>\$210,110</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)

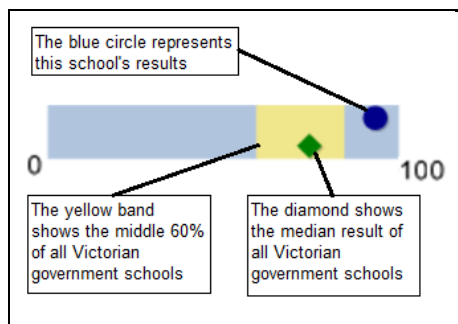
### Engagement

- 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).

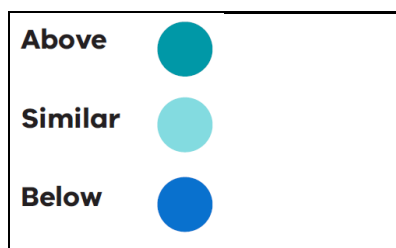


## What does *School Comparison* refer to?

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').