

2018 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 22 March 2019 at 11:55 AM by Roma McKinnon
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 08:51 AM by Vicki Methven
(School Council President)

About Our School

School context

At River Gum Primary School students own their learning and our teachers use their pedagogical knowledge to personalise learning. We value community, relationship and reflection. Our core values are Respect, Equality, Inclusion and Excellence and our school motto is "Together we can ... For every child, every day in every classroom".

River Gum Primary School is located South East of Melbourne in the City of Casey. For more than 30 years the school has served its local community in the long established suburb of Hampton Park which is positioned adjacent to the rapidly emerging South East corridor. Over recent years, it has been, and continues to be, a community undergoing demographic change. In 2018 the schools enrolments decreased from 530 in August 2017 to 520 in February 2018. Increasing mobility saw our enrolments increasing up to 560 during the 2018 school year and the potential to impede student learning outcomes and is a challenge the school faces. We had 101 students enroll after census and 61 exit the school. State Government (DET) additional needs based funding has been allocated to our school in 2018. In 2018 we had 30 funded students on the PSD program.

Currently 80% (430 students) of the school population (540 students) have a Language Background Other Than English (LBOTE). 42 different languages are spoken in the homes of River Gum Primary School students; Dari, Hazaraghi, Arabic, Cambodian, Hindi and Punjabi, Samoan, Vietnamese and Serbian being the languages students are predominantly immersed in. 13% (57 students) of the LBOTE cohort speak English at home. 87% (373 students) of the LBOTE cohort do not speak English at home. 25% (107 students) of the LBOTE cohort have a refugee background. 69% (295 students) of the LBOTE cohort are eligible for EAL contingency funding. Student enrolments are drawn from the local community and reflect the changing demographics of Hampton Park in terms of socio economic indicators and families from a non-English speaking background.

River Gum Primary School is in a stable period of strong, dedicated and professional leadership which has brought about significant change in school climate over recent years. In 2018 a number of new staff have joined our school this year and our Staff Profile indicates that 20 out of 26 classrooms teachers have 7 years or less of teaching experience.

There is a culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. In addition to the Principal, the school currently has an Assistant Principal, three Leading Teachers, three Learning Specialists and one co-ordinator of Intervention and extension who each work consultatively with teams, including the School Improvement Team, to further the achievement, wellbeing and engagement of students and progress the school's strategic direction. There is a pervading commitment to professional growth and personal accountability within the staff. Their agreed intention is encapsulated in their motto "A culture of trust through collaboration and communication within a supportive and professional setting". All teaching staff are members of a Professional Learning Community and work collectively to develop curriculum and analyse data to ensure work is at an appropriate level for all students.

In 2018 our agreed curriculum approaches were embedded through a whole school Instructional Model. All teachers followed this structured approach within their lesson planning: beginning of the lesson, explicit teaching, followed by guided & independent practice and then a review of the lesson. A whole school approach to the teaching of Reading and Writing is based on the BASTOW leading Literacy course and our school consultant Lisa Keskinen's literacy approach. Students participate in a daily Readers and Writers workshop. The strategies fundamental to these approaches have assisted teachers in the implementation of personalised learning through differentiation. The Big Ideas in Number has increased teachers' knowledge and skills so that this discipline is now personalised for students in all classes.

Following extensive research we formed an official partnership with The Resilience Project, an evidence based SEL program aimed at promoting positive mental health, and teaching practical strategies to build resilience.

The development of a diverse suite of specialist classes designed to offer new and varied experiences is successfully engaging for many students. Music, Performing Arts, Visual Arts, Digital Technologies and Kitchen Garden deliver diversity whilst focusing on developing Reading, Speaking and Listening and Writing competencies.

The school takes great pride in the large array of specialist programs offered to our students from Foundation to Year 6. The diversity of programs offered is showcased at the River Gum Performing Arts Centre, our 500 seat theatre; at whole school assemblies held twice per term.

Student Voice, by way of a student leadership group has had the desired effect of enhancing student centred learning. The team of student leaders are very active within the school. Teams of students are active participants in growing school pride, by confidently communicating their desire to grow learner agency with their teachers. In the area of student led learning, Student Voice leaders were involved in weekly workshops and student led meetings, with a range of students from year 3-6. Students worked in teams linked to the Annual Implementation Plan under Achievement, Engagement and Wellbeing. Each group developed goals and action plans, focused on achieving a particular outcome, this was presented to the staff in PD where the students would 'teach the teachers'.

The school recognises the importance of research based frameworks for the design and delivery of learning and that consistent and universal application are pivotal in preparing River Gum students for the 21st century. It has an excellent foundation on which to build as it faces the challenges of fully engaging its diverse community in the education partnership and embedding a culture of consistency of practice as the platform for transforming the learning culture and ethos into one of high expectations for all students.

The school recognised the importance of research based frameworks for the design and delivery of all aspects of teaching and learning. The consistent and universal application of the curriculum was pivotal in preparing River Gum Primary School students for the 21st century. River Gum Primary School had an excellent foundation on which to build from as it faced the challenges of full engagement from its diverse community in the education partnership. A culture of consistency in teacher practice and high expectations for all students created the platform for transforming the learning culture and ethos throughout 2017. Staff Performance Plans were developed using the AITSL standards, supported by the Classroom Practice Continuum and were directly related to the 2017 AIP goals. Peer to Peer observations were used as a means of improving teacher capacity through feedback. In 2017 River Gum Primary School continued to provide intervention strategies through the Students With Additional Needs program (SWAN). This program was significantly resourced by experienced teaching staff who impacted positively on student learning outcomes.

Framework for Improving Student Outcomes (FISO)

In 2018 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 2018 the FISO improvement initiatives addressed the key improvement strategies of the 2018 AIP in Achievement, Engagement & Wellbeing. School Improvement Teams regularly tracked and monitored progress against activity milestones through out the year. With a mindset of continuous improvement in all selected FISO focus areas, our impact on student outcomes continues to trend upwards.

Achievement

During 2018, River Gum Primary School continued its commitment to improving student learning outcomes across the areas 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 chose two priority areas which were Excellence in Teaching and Learning: Curriculum Planning and Assessment and Positive Climate for Learning: Empowering Students and Building School Pride.

The Equity Funding that River Gum Primary School received in 2018 was instrumental in providing the human resources necessary to effectively address the educational needs of all students. Decisions that were made by either staff or the Leadership team aligned to current DET initiatives as well as the Strategic Plan and the Annual Implementation Plan.

In the first semester of 2018, River Gum Primary School continued with the Daily 5 and CAFÉ model in English however in early Term 3, a significant shift was made to our English curriculum approach. We began to implement a Readers and Writers workshop model in line with the work of our literacy consultant, Lisa Keskinen and DET preferred approach. Individual goals were personalised at the point of cognitive challenge for students through conferencing. Classroom application of these approaches met the individual needs of students and promoted increased student engagement, writing independence and love of reading.

The Big Ideas in Number continued to be implemented by teachers across the school. Students and teachers maintained consistency in setting personalised and challenging learning goals through individual conferences and strategy groupings. Teachers continued to use Essential Assessment to assess student learning in all areas of Mathematics. Students were assessed through this program to determine their entry point in an area of Mathematics and a list of what the student could and could not do was determined. From there, personalised digital learning tasks were set for each student to work through. Targeted strategies were taught to students through the explicit teaching component of the Instructional Model and strategy groups through the Maths 5 approach.

Throughout 2018, continuous reporting through Seesaw provided our parent community with monitoring of student achievement and growth which was determined by informal and formal assessment pieces. To monitor and track the progress of PSD students, teachers continued to use ABLES reporting.

River Gum Primary School's teacher judgements against Victorian Curriculum continues to be 'similar' in comparison to like schools in English and Mathematics. Year 3 NAPLAN results were 'similar' in Reading however 'lower' in Mathematics compared to like schools for the 2018 school year. Year 5 NAPLAN results were 'similar' in both Reading and Mathematics in comparison to like schools. The Supplementary School Level Report acknowledges the learning gain made by River Gum Primary School students in Reading, Writing and Mathematics according to NAPLAN data. During 2018, the learning gains from students in Years 3 to 5 indicate that there was a shift in the percentage of students moving from the 'Low' band (39%) to the 'Medium' band (45%) in Reading. There was a significant shift in the percentage of students moving from the 'Low' band (24%) to the 'Medium' band (57%) in Mathematics. Results indicate that work must continue on moving the percentage of students in the 'Medium' band to the 'High' band in both Reading and Mathematics.

In Reading, our performance results show that we are at transform level which indicate our performance is low and decreasing. In Mathematics, our performance results show that we are at renew level that indicates our performance is low but maintained. Agreed consistent school wide assessment practices such as Essential Assessment, Dibels, PAT Reading, Big Ideas in Number, teacher moderation and triangulation of student data supported the growth and development of all student-learning outcomes.

Engagement

In 2018 school Engagement focused on the areas of Student Led Learning, Student Voice, Parental/Community involvement, School Pride and Attendance, each of these areas links to the FISO (Framework for Improving Student Outcomes). Engagement is focused on the priority initiative within FISO of 'Positive Climate for learning: empowering students and building school pride'.

In the area of student led learning, Student Voice leaders were involved in weekly workshops and student led

meetings, with a range of students from year 3-6. Students worked in teams linked to the Annual Implementation Plan under Achievement, Engagement and Wellbeing. Each group developed goals and action plans, focused on achieving a particular outcome, this was presented to the staff in PD where the students would 'teach the teachers'. River Gum has continued community partnerships in 2018 with Hampton Park Secondary College, Hampton Park Women's Friendship Café, Noble Park English Language School, Hampton Park Library, Smith Family and Chisholm institute. We were involved in a large amount of work with the Smith Family including Learning for Life. The Engagement School Improvement Team planned and supported community events in 2018 that aim to bring the wider community into our school such as: Colour run, Reporting Afternoon, Mother's Day, Afternoon Tea, Father's Day breakfast, Literacy & Numeracy Week, Science week, Disco, grade 6 Graduation and school production. Our events are well supported by our parent community, with great attendance.

The school takes great pride in the large array of specialist programs offered to our students from Foundation to Year 6. In 2018 students participated in Sport, Music, Performing Arts, Digi-Tech, Art, Stephanie Alexander Kitchen Garden and library. The diversity of programs offered is showcased at the River Gum Performing Arts Centre, our 500 seat theatre; at whole school assemblies held twice per term.

In 2018 we celebrated success in school attendance with an average of 93% attendance at school across all year levels, putting us slightly above similar schools meaning we're recording less absences than expected. An attendance protocol was developed in 2016 and has been further enhanced throughout 2017 and 2018 to make sure we are not just looking at which students are absent but how we can engage them to ensure they always want to come to school. This has resulted in further clarity and clear guidelines and expectations around school attendance, and the development of plans for students with 5 or more unexplained absences at any time.

Wellbeing

In 2018, a key focus for Wellbeing was the continuation of our Social and Emotional Learning (SEL) Framework. We continued to offer curriculum developed by the Resilience Project, with students using the Resilience Books. Keeping in line with the Departmental requirements, we signed up to become a partner school and introduced a second SEL, Resilience, Rights and Respectful Relationships. This SEL emerged as a direct result of the Royal Commission into Family Violence, and it is envisaged that it will run alongside the Resilience Project. Family Planning Victoria delivered sexual health and relationships to all Grade Five and Six students, further enhancing our SEL.

Another key focus for Wellbeing was the continuation of a Breakfast Club, supported by Foodbank Victoria. Breakfast Club was also supported by Bakers Delight and Eat Up Australia, and is a well attended program. Student participation is high, with up to fifty students attending each morning.

Wellbeing and Engagement closely collaborated to offer whole school events to enhance wellbeing and provide opportunities to develop relationships with our students and their families. Attendance was a keen focus across the two teams as well.

Transition into our school is offered all year round, catering to our transient cohort. STAR (School Transition At River Gum) program operated in Term 4, promoting early connections and relationships between community and school.

Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information ready for the 2019 school year. This also allows teachers and students to begin building relationships with each other. The 2018 Attitudes to School data indicates that our school is similar to like school comparison. We have 83.9 % positive response to a sense of connectedness which is higher than the state median of 81.1%.

The Management of Bullying is similar to like schools. We have 78.8% positive responses to the Management of Bullying which is slightly below the State median of 81.2%

Financial performance and position

The financial position as at 31st December 2018, as indicated by all reconciled bank accounts for River Gum Primary School, was \$431,073.59. This includes cash operating revenue of \$1,175,950, cash operating expenditure

of \$998,976 and capital expenditure of \$82,653. The cash surplus of \$94,321 was due to expected building and maintenance expenditure in 2019, including \$50,000 for a new Foundation playground, \$30,000 for a junior bathroom refurbishment, and \$14,321 for air conditioner replacement/installations. The SRP credit surplus of \$97,442 was due to an Assistant Principal gaining a substantive Principal position in Term 4, and managing short term leave internally as approved through consultation.

Extraordinary revenue and expenditure for 2018:

Revenue

Equity funding \$1,220,114 Cash and Credit equity funding – Used on additional human resources and priority areas in the AIP
Sporting Schools Grant \$2,900 Australian Federal Government Initiative
Pre-service teacher practicum \$32,556 Teaching academy initiative - used toward teacher supervision payments & Leadership PD
Gymnasium Hire \$3,319 Gym hire – General revenue
Uniform Commission \$1,352 Primary School Wear (PSW) Agreement – General Revenue
LJ Hooker Donation \$4,000 Community Partnership – used for school wellbeing activities
Targeted Funding \$7,358 Bastow Up, Literacy Master training, Leading Literacy Network; \$589 Active Kids Grant; \$4,000 Targeted IT Assistance; \$16,000 New portable furniture; Overseas students \$5,034
International student fees

Expenditure

Growth Coaching \$31,500 Leadership development - less other school Reimb. of \$21,670
Professional Development - MSL Training \$10,200 Intervention strategy and building teacher capacity to implement MSL
Classroom library books \$20,428 To support AIP reading goal
Steel Fence \$18,150 Security maintenance
Mulch front of school \$7,150 Grounds maintenance
Snr student bathroom renovation \$33,935 Building maintenance
Roller blinds \$11,608 Building maintenance
Painting \$43,549 Building maintenance
Flagpoles \$5,490 Linked to CUST training in Term 4




**For more detailed information regarding our school please visit our website at
<https://www.rivergumps.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 522 students were enrolled at this school in 2018, 257 female and 265 male.

65 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.




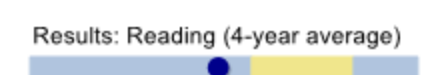
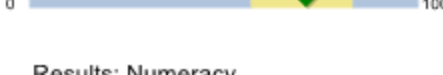






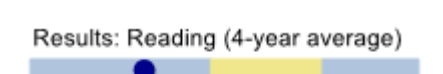






Performance Summary

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

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

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>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> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>45%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>57%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>43%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	45%	16%	Numeracy	24%	57%	20%	Writing	46%	43%	11%	Spelling	26%	39%	35%	Grammar and Punctuation	26%	48%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	93 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	93 %	93 %	94 %	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:

Wellbeing	Student Outcomes	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>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>		

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,416,356	High Yield Investment Account	\$284,913
Government Provided DET Grants	\$936,697	Official Account	\$42,455
Government Grants Commonwealth	\$40,273	Other Accounts	\$103,705
Revenue Other	\$37,002	Total Funds Available	\$431,074
Locally Raised Funds	\$161,978		
Total Operating Revenue	\$6,592,306		
Equity¹			
Equity (Social Disadvantage)	\$1,220,114		
Equity Total	\$1,220,114		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,318,914	Operating Reserve	\$154,147
Books & Publications	\$20,869	Other Recurrent Expenditure	\$3,283
Communication Costs	\$286	Funds Received in Advance	\$57,166
Consumables	\$161,639	Repayable to the Department	\$103,418
Miscellaneous Expense ³	\$223,918	Asset/Equipment Replacement < 12 months	\$25,000
Professional Development	\$33,130	Capital - Buildings/Grounds < 12 months	\$80,000
Property and Equipment Services	\$459,787	Maintenance - Buildings/Grounds < 12 months	\$8,059
Salaries & Allowances ⁴	\$17,637	Total Financial Commitments	\$431,074
Trading & Fundraising	\$39,541		
Travel & Subsistence	\$313		
Utilities	\$41,857		
Total Operating Expenditure	\$6,317,890		
Net Operating Surplus/-Deficit	\$274,416		
Asset Acquisitions	\$57,975		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

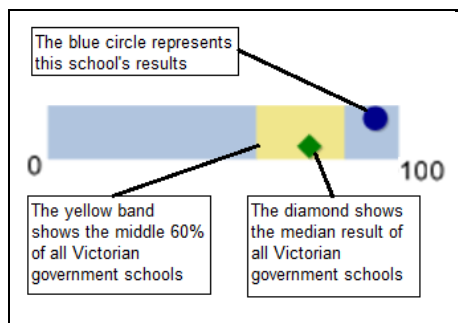
Engagement

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

Wellbeing

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

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

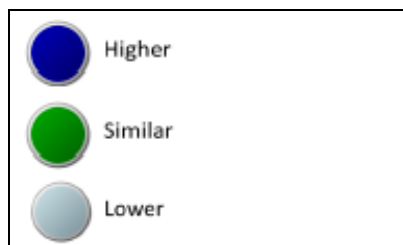


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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