

2019 Annual Report to The School Community



School Name: Kerang South Primary School (4949)



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

Attested on 27 April 2020 at 05:09 PM by Lyn Veall (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.

To be attested by School Council President

About Our School

School context

Kerang South is located in the small, rural township of Kerang in northern Victoria. The census enrolment for 2019 was 149, with 104 families and a mix of town and district students. Our school population remained the same as the previous year, even though the district trend is declining numbers due to outside factors and lower kinder enrolments. The school continues to be held in high regard in the town, attracting a higher share of enrolments this year. Our vision for the school is for 'Each individual at Kerang South to thrive as a learner', which includes students and staff. Our core value is Respect and under this umbrella sit Learning, Responsibility, Growth, Inclusiveness and Community Spirit. These were established by our whole school community as a part of our Strategic Plan in 2018.

Students were divided into 6 composite classes and a straight Grade 2. Our socio-economic profile was in the low range and our SFO was 0.544 (SFOE – 0.517), which attracted equity funding. We had a Koori enrolment of 15.4%.

In 2019, the school's workforce consisted of an EFT of 12.5 - 1 principal, 1 Learning Specialist, 6 full time teachers, 5 part time teachers (equivalent of 2.2 teachers), 1 full time business manager and 2 part time integration aides. Local payroll positions included a part time gardener, maintenance person, grounds person, teacher aide and integration aide.

Our dedicated staff were committed to providing a comprehensive, challenging and engaging curriculum for all students. We follow the Victorian Curriculum, with a strong emphasis on English, Mathematics and STEM. Specialist programs include Physical Education, You Can Do It! (which transitioned to Respectful Relationships in Term 4), Library, Music, Art and Reading Recovery. Indonesian is our current language. A diverse range of cultural performances, excursions and camps complement classroom activities. Students were offered involvement in high quality extra-curricular activities and lunchtime clubs such as Glee Club, Minecraft and Breakfast Club. Local community groups are utilised as much as possible e.g. Rotary, Lions Club, health services, MDAS.

An active School Council and Parents Club contributed to school operations throughout the year and assisted with fundraising, the running of the canteen and extra-curricular activities. Parent participation was strongly encouraged and valued by the whole school community. Over 95% of families actively support the school as volunteers or through donations and other methods of support. Kerang South continues to nurture a warm, caring and supportive environment we fondly refer to as our 'VIBE'.

The Parent Opinion Survey indicates parents' overall general satisfaction with Kerang South is 87% (with no negative results) and the School Staff Survey indicates 84.45% of staff positively responded to school climate (higher than the state average). Staff results for 9/10 areas for school climate were above the state average and the other area was above 80%. All Parent Opinion Survey results were above 88% except for one, many being in the 90's.

Framework for Improving Student Outcomes (FISO)

This was the third year of Kerang South's School Strategic Plan (2017-2020).

The 2019 Annual Implementation Plan FISO focus was Excellence in Teaching and Learning – Building Practice Excellence. We had 2 KIS (Key Improvement Strategies):

1. Embed the modified Kerang South model of teaching and learning that incorporates the use of data to inform teaching in reading, writing and maths.
2. Increase growth in reading and writing through the explicit teaching of vocabulary.

The school chose this goal to be our sole focus for the year so we could build on the work we had done through SIP (School Improvement Partnership - DET) with Lake Boga in 2018 in Maths and transfer this to English. Due to the success of our partnership in 2018, we were selected to participate for a second year in a 4 school SIP partnership.

Our first AIP key improvement strategy was achieved through organising a professional learning day for the SIP partner schools where DSSI staff facilitated workshops to enable us to work on our instructional model. All staff took our previous model and simplified it so it was better understood by all staff and they had ownership. It is based on the

E5 model and called the KSPS Teaching and Learning Model. An infographic was created and is now displayed throughout the school. This is the basis for all of our planning, and teaching of lessons and the curriculum, and has created more consistency throughout the school. All teachers mapped their lesson plans against the Victorian Curriculum and our KSPS model.

We were chosen to continue our SIP partnership for a third year in 2020, where this work will be enhanced.

The second key improvement strategy was achieved by providing staff with professional learning to build their capacity to explicitly plan and teach vocabulary across the school e.g. VCOP day, THRASS PD, vocabulary professional learning at staff meetings. The principles of VCOP (vocabulary, connectives, openers, punctuation) are now incorporated into all classrooms. Peer observations had a focus on the KSPS Teaching and Learning Model and VCOP.

The Leadership Team created 5 weekly AIP Timeline Planning Tools for each AIP Key Improvement Strategy to break the actions and activities into manageable steps that were continually worked on throughout the year. These plans helped us to stay more focussed and ensured everyone knew what the school goals were. We also created an AIP placemat to display around the school with an overview of the AIP goal, KIS, actions, activities and targets for continual reference.

Achievement

Consistently implementing the revised KSPS Teaching and Learning Model, completed in May through SIP, was a priority for our school in 2019. High expectations are held for both academic achievement and behaviour for all students. Teachers have focused on teaching at point of need, differentiation and looking at student growth not just achievement. The aim is for at least one year's growth in reading, number and writing over a 12 month period. Our work as a DET SIP (School Improvement Partnership) school for the past 2 years also had a positive impact on Maths across the school and this work is now leading into English.

In 2019, our Naplan results for the top 3 bands were 'above' similar schools across the state in Year 3 Numeracy and Year 5 Reading and Numeracy, and below for Year 3 Reading.

In NAPLAN, our results show 95% of students in Year 3 achieved above the National Minimum Standard (NMS) in numeracy, 84.2% in writing, and 75% in reading.

In Year 5, 96.3% of students achieved above the NMS in numeracy, 85.2% for reading and 76% for writing.

Naplan high growth from Year 3, 2017 to Year 5, 2019:

- Reading – 30.4% (above state, similar schools and network)
- Numeracy – 28% (above state, similar schools and network)
- Writing – 13% (below). However, 25% of our students had high gain between 2017-2019 according to the Panorama Report (at state, above similar schools and network)

Teacher judgement of student achievement against the Victorian Curriculum indicates that students in Years Prep-6 were assessed at a 'similar' level to other schools in English and 'below' in Maths.

Since Essential Assessment was introduced at all grade levels across the school for using pre-test data for planning at students' point of need and post testing to assess growth, Maths results have improved. This is evident in Essential Assessment data and hopefully in the 2020 Naplan data.

VCOP (vocabulary, connectives, openers, punctuation) and explicit teaching of vocabulary, which were a focus on the 2019 AIP, will hopefully have a positive impact on literacy Naplan results in 2020.

Engagement

We have continued to promote and acknowledge student voice and engagement throughout the year. Opportunities for students to have a say in their school and education as well as giving feedback came in the form of leadership roles, leadership training for students, planning and running school activities, and survey data. In the first half of the year, all students participated in the PIVOT Survey, which gave them the opportunity to give all teaching staff, including specialists, feedback on their teaching. Students were informed as to improvements that occurred, as a result of their feedback.

Peer observation reports each week from classroom have indicated that students are engaged in their learning, enjoying their learning and are increasingly building their mindset to embrace challenges as a positive way to improve learning outcomes.

The results of the 2019 Attitudes to School Survey for confidence and engagement were as follows for students in Grades 4-6:

91% - High Expectations for Success

85% - 'I want to learn new things'

84% - 'I try very hard' 78% - Differentiated Learning Challenge (differentiation is a part of our revised KSPS Teaching and Learning Model)

78% - Self Regulation and Goal Setting (Data walls in senior rooms, Essential Assessment has goal setting and students can track their progress in Maths, learning intentions and success criteria visible to students)

72% - Motivation and Interest

63% - Learning Confidence, yet 'I try again when I don't succeed' (part of our positive mindset) is 81%

The 2019 Parent Opinion Survey results indicate:

93% positive responses for 'The teachers are very good at making learning engaging'.

91% positive responses for Positive Transitions

88% positive responses for Student Agency and Voice

88% positive responses for Stimulating Learning Environment

Mappen was introduced across the school in 2019 to increase engagement through integrated units of work that challenge and motivate. The units have proved to be engaging to students and have received positive feedback from the students and teachers. Essential Assessment and continual work through the SIP initiative to differentiate lessons has enhanced Maths lessons so they are more individualised and therefore students have been more engaged with their learning. This work was being translated across to English lessons.

The Attendance Rates for 2019 were between 89%- 91% for all year levels with the average absence days per student increased to 18.3, which was the same average as similar schools but higher than 2018. The majority of our students are well below this average but there were several students with extremely high absences (especially for medical reasons), which increased the overall absence average. Most absences are due to illness and family holidays. The school's percentage of students with 20+ absences is above that for the state (31%) but below the average for similar schools. Student Attitudes to School Survey data for Attitudes to Attendance was 84% positive.

The Sentral reporting and tracking system and eRolls have made it easier for staff to track student absences and see trends. The use of Sentral automatic emails, personally messaging parents and the policy of contacting parents on the second day of an unexplained absence has helped to keep unexplained absences low.

Strengthening the capacity of staff and students to create a student centred learning environment, which encourages student voice by using data and feedback as a regular part of student feedback, will be a focus for 2020.

Wellbeing

Our wellbeing curriculum continues to be a strong part of our school culture. Student wellbeing is supported through:

- a specialist welfare teacher
- dedicated wellbeing time for teachers to catch up with students

- programs such as our teacher and student buddy activities
 - You Can Do It! lessons (which transitioned to DET's Respectful Relationships towards the end of the year)
 - Name It program
 - eSmart
 - child safe events and lessons throughout the year e.g. Better Buddy Day, Day for Daniel (child safety), National Day Against Violence and Bullying, White Ribbon Day (Gannawarra Shire), Ride to School, Walk to School month.
- A formal Protective Behaviours program was run with the middle school through MDV and will continue in years to follow.

According to the 2019 Attitudes to School Survey, our students positively indicated that:

82% feel they have an advocate at the school (staff member/s who listen to, care for and believe in them)

82% feel there is a staff member who tells them when they do a good job

81% feel a sense of inclusion at the school and that teachers make sure all students are included

74% positive response to managing bullying

Sentral records and teacher buddy notes indicate lower bullying incidents than student survey data indicates (which is below similar schools), and any incidents that are reported are always dealt with and followed up.

According to the 2019 Parent Opinion Survey, our parents indicated that:

100% feel their child is safe at school

96% believe the school promotes positive behaviour

95% are satisfied with the way the school manages bullying

95% believe the school builds confidence and resilience

94% positive responses for school connectedness

89% feel their child is confident about the skills and strategies they have learnt at school to address bullying behaviours (only 2% negative response).

Kerang South has a strong connections with various welfare and wellbeing agencies to support students including DET SSS staff, Northern District Community Health, School Focussed Youth Service, MDAS, DHHS, Child First, Mallee Domestic Violence and Anglicare.

In 2020, we need to look at the results of the Attitudes to School Survey data with the Grade 4-6 students to see how we can improve identified areas that are lower than in previous years – sense of connectedness, management of bullying, resilience and learning confidence.

Financial performance and position

In 2019, Kerang South Primary School has maintained a healthy financial position overall through careful and strategic planning and budgeting.

By the end of the year, we had a deficit of \$38,117 in the credit budget. This was due to a trend in declining enrolments from lower pre-school enrolments, students leaving unexpectedly before census day, losing Level 3 PSD funding for Semester 2 when a student transferred, and nearly all ongoing staff being top of the range. The school worked with this deficit so it could maintain the quality programs and excellent learning opportunities it has offered in the past. We had anticipated this possibility and discussed scenarios with DET workforce planning and finance, and the deficit in the credit budget was planned for through equity funding in the cash budget, plus \$14,250 in Koori funding, to cover some aide time.

Equity funding was used to fund intervention and extension programs through engaging extra support staff hours and a Reading Recovery teacher. It was also used to fund professional learning to continue to enhance staff capacity around excellence in teaching and learning.

Locally raised funds included camp / excursion fees, School Council payments and Parents Club fundraising of \$12,648.96, including canteen profits of \$3,094.30. Sponsorship is sought to continue the Fresh Fruit Friday program. Locally raised funds are essential for supporting the delivery of teaching programs and purchasing of quality resources for students.

The school was successful in gaining several grants. These included \$14,250 in Koori Literacy and Numeracy funding, \$65,000 extra boost in funding for maintenance, a share of \$20,000 SIP funding, 2 Sporting Schools grants, \$1000 Woolworths / Junior Landcare garden grant, and the continuation of the Food Bank school breakfast program. Funds have been committed for major works such as painting and repairing the main building, building maintenance, grounds improvements (e.g. oval), upgrading of technology and continuing to provide intervention to students.

For more detailed information regarding our school please visit our website at
www.kerangsouthps.vic.edu.au

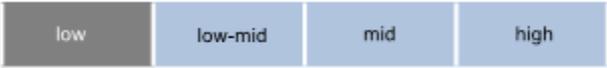
Performance Summary

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

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

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

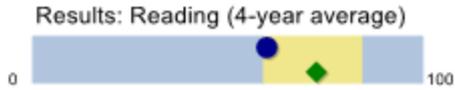
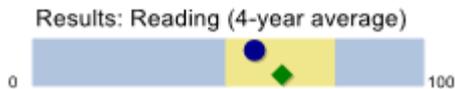
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 149 students were enrolled at this school in 2019, 74 female and 75 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 15 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Below </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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </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>Above </p> <p>Above </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>22%</td></tr> <tr><td>Medium</td><td>48%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>8%</td></tr> <tr><td>Medium</td><td>64%</td></tr> <tr><td>High</td><td>28%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>39%</td></tr> <tr><td>Medium</td><td>48%</td></tr> <tr><td>High</td><td>13%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>46%</td></tr> <tr><td>Medium</td><td>46%</td></tr> <tr><td>High</td><td>8%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>29%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>17%</td></tr> </table>	Gain Level	Percentage	Low	22%	Medium	48%	High	30%	Gain Level	Percentage	Low	8%	Medium	64%	High	28%	Gain Level	Percentage	Low	39%	Medium	48%	High	13%	Gain Level	Percentage	Low	46%	Medium	46%	High	8%	Gain Level	Percentage	Low	29%	Medium	54%	High	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</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>90 %</td> <td>89 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	92 %	91 %	90 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	92 %	91 %	90 %	91 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$1,322,024
Government Provided DET Grants	\$315,700
Government Grants State	\$4,419
Revenue Other	\$7,357
Locally Raised Funds	\$103,282
Total Operating Revenue	\$1,752,782

Funds Available	Actual
High Yield Investment Account	\$416,697
Official Account	\$44,080
Other Accounts	\$0
Total Funds Available	\$460,777

Equity ¹	
Equity (Social Disadvantage)	\$165,957
Equity Total	\$165,957

Expenditure	
Student Resource Package ²	\$1,360,141
Books & Publications	\$4,409
Communication Costs	\$2,141
Consumables	\$24,165
Miscellaneous Expense ³	\$56,912
Professional Development	\$3,901
Property and Equipment Services	\$70,079
Salaries & Allowances ⁴	\$140,881
Trading & Fundraising	\$26,775
Travel & Subsistence	\$197
Utilities	\$17,784

Financial Commitments	
Operating Reserve	\$54,021
Other Recurrent Expenditure	\$2,243
Provision Accounts	\$1,217
Funds Received in Advance	\$14,346
School Based Programs	\$156,653
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	\$50,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$114,626
Asset/Equipment Replacement > 12 months	\$35,000
Total Financial Commitments	\$483,105

Total Operating Expenditure	\$1,707,385
Net Operating Surplus/-Deficit	\$45,397
Asset Acquisitions	\$42,944

- (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)

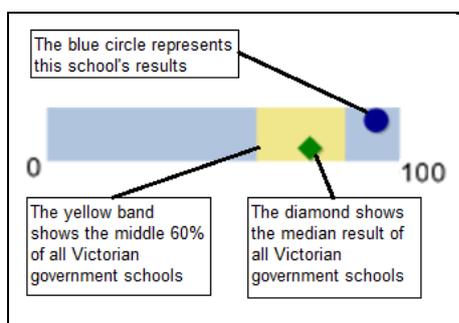
Engagement

- 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').