

2019 Annual Report to The School Community



School Name: Macclesfield Primary School (3620)



- 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 October 2020 at 09:11 AM by John Chiswell (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 28 October 2020 at 01:57 PM by Emma Nielsen (School Council President)

About Our School

School context

Macclesfield Primary School established in 1909 and situated within a semi-rural residential area on the eastern edge of the Dandenong Ranges, approximately 50 kilometres east of Melbourne in the Shire of Yarra Ranges. Macclesfield Primary School is committed to implementing a comprehensive Teaching and Learning program to provide the best educational opportunities for all students. Our Teaching and Learning goal is to give all students access to educational experiences that are challenging, purposeful and comprehensive, and that result in all children achieving success in learning. The provision of high quality teaching and learning in a multi-age setting is the goal of a continuous improvement cycle. (Framework for Improving Student Outcomes -FISO)
Our school implements an Inquiry Learning framework based on the IB-PYP (International Baccalaureate – Primary Years Programme) and is an authorised IB School.

International Baccalaureate

Macclesfield Primary School is an authorised school for the Primary Years Programme.

IB schools share a common philosophy - a commitment to high quality, challenging, international education that Macclesfield Primary School believes is important for our students.

Vision statement

Macclesfield Primary School aims to create an inspiring teaching and learning community, where we nurture curiosity and bestow a life-long love of learning.

The school team: 1 Principal class, 1 Leading Teacher, 1 Learning Specialist (Literacy) and 5.0 teaching staff, 1.0 Administration Support Staff and 1.0 Integration Teacher Aide. Our whole school curriculum plan include a variety of support and extension activities as well as specialist teachers (single subject teachers - comprising 1.3 teaching staff) in music, art, Japanese . Our Reading Recovery teacher (0.5) supports students and teachers.

The school enjoys a range of flexible learning spaces and outstanding play spaces for our children. Our physical setting provides students with a wonderful mix of play areas for sport and games as well as areas for exploration.

At Macclesfield, parents are welcomed and encouraged to participate in all school activities and to be partners with teachers in developing positive relationships between home and school. The school council and parent community provide highly valued support to all aspects of the school's endeavours.

Framework for Improving Student Outcomes (FISO)

The 2016 - 2019 School Strategic Plan identifies 4 key goals

- To maximize the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing, speaking and listening, and all strands of mathematics.
- To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.
- To enhance student wellbeing and resilience in a supportive learning community. Fosters the school's values, promotes, and nurtures the social, emotional and physical development of all students.
- To optimize the allocation of resources (human, financial, time, space and materials) to maximize the learning outcomes for all students.

Macclesfield Primary School has identified 2 FISO improvement priorities in our most recent Annual Implementation Plan (AIP)

- Excellence in teaching and learning
- Positive climate for learning

with the improvement initiatives;

- Building practice excellence
- Empowering students and building school pride.

In 2019 the focus in building practice excellence in writing (Leading Literacy Bastow program) through a series of school based professional learning sessions and professional practice days, refining the strategic reading implementation F-6 continuation of the implementation of inquiry learning (PYP) and a curriculum meeting plan that addressed teacher planning and assessment in English and Mathematics.

Our progress in most areas has been very pleasing - further work in writing (and spelling) identified as a priority area in 2019. The School Review (term 2 2019) provided the opportunity through self-evaluation and the review process to reflect upon and current progress and achievement as well as prepare our next strategic plan.

Achievement

Whole school curriculum documentation and planning in Literacy and Numeracy ensures strong across school consistency in our teaching and learning programs, assessment and data analysis and a focus on improving student learning. Teacher judgment in literacy and numeracy show knowledge of the Standards and the benefits of regular moderation against the Victorian Curriculum standards. The IB-PYP (Primary Years Programme) inquiry framework reported on each semester and as our curriculum is, more transdisciplinary teachers and learners make deeper connections in their learning.

Our most recent data from the National Testing program (NAPLAN) indicates a drop in performance in reading and numeracy – Reading and Numeracy at Year 3 in 2019; the 4-year average level of achievement and is below our comparison schools.

At Year 5, there is a dip in the achievement level in Reading in 2019 results and the 4-year average is slightly above comparison schools. The 2019 result in mathematics was lower than similar schools and the 4-year average is at a higher level compared to other similar schools.

Relative growth data for reading and numeracy (matching data for students in Year 3 - Year 5) shows high levels of medium growth (e.g. Reading- Low 55% Medium 40% High 5% and Numeracy Low 55% Medium 45%) and pleasing to see higher relative growth in writing 39%

The areas for continuing and future focus Writing and Spelling (as both student scores and relative growth scores are not at our targets for learning improvement) refer to 2019 AIP (Annual Implementation Plan).

The NAPLAN data sets provides a snapshot of student achievement and we have continued to review and adjust our learning and teaching approach to cater for all students.

As noted on our FISO focus, 2019 was a continuation of our professional learning commitment and implementation of our Learning and Teaching model.

- Strategic reading – a continuation of the BASTOW 'Leading Literacy' focus.
- Writing - component of the BASTOW 'Leading Literacy' focus and whole school Professional Learning (school based PL and targeted professional practice days).
- Mathematics.
- In-school professional learning in English, mathematics and the Victorian Curriculum.
- In-school and external professional learning for IB – inquiry learning.

The review of our planning and assessment in Literacy and Numeracy provided a whole school planning approach as well as a strategic use of student data. This is facilitating the use of more detailed learning intentions and success criteria in lesson development as well as greater opportunity for differentiation in the classroom.

Professional learning teams operate across the school and our Professional Learning activities, school leadership team, and coordinators of Literacy and Numeracy teams – all focused on improving student-learning outcomes.

Curriculum review and development has been a feature of our school year with the following areas being included

- Victorian Curriculum planning and implementation.
 - Strategic Reading.
 - Numeracy and literacy planning; including stand-alone mathematics unit planners.
 - Implementation of the Primary Years Programme.
 - AITSL Australian Institute for Teaching and School Leadership): standards for teacher performance and development.
- All of these activities (& team meetings, classroom walks and visits) are part of our whole school improvement focus on improving student-learning outcomes.

Our curriculum program includes specialist subject areas in Music, Art, and Japanese) while Health & Physical

Education was provided by the classroom teacher and / or level arrangements to ensure all students participated in planned and regular HPE & sport activities.

Our whole school curriculum includes an extensive range of extra-curricular activities designed to engage students in their learning and strengthen their connectedness with peers, teachers and the school community.

Engagement

Our 2016 - 2019 School Strategic Plan goal.

To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

Student attendance over the 4-year average (2016-2019 is lower than our comparison schools.(A rating of 'Lower' indicates this school records 'more' absences than expected.) with attendance rates across the school in the 89% - 92% rate.

This is an area of continuing work between home and school. We do know that many absences are due to extended family holiday, however, we will be ensuring we implement and follow our agreed practices to support student engagement and attendance and therefore improved student learning. The continuatin of DET guidelines regarding 'unexplained' absences has provided a school to home link as we make daily contact for these absences.

The Student Engagement Policy guidelines are the basis for school planning and decision-making.

There are some further considerations in regards to student attendance

- Continue with home and school communication and investigate new opportunities (parent portal).
- Phone call home after 2nd day of absence

Compass used to communicate to families regarding attendance and other school matters.

Our student response to the Attitude to School Survey at Level 4-6 has decreased in regards to comparison schools in terms of 2019 data and the 4-year average. (There are pockets of lower scores and this is an area for further investigation)

We believe our focus and work over a number of years is benefiting all students Year 4- 6. The middle years of schooling, (Year 5 – 9) can present challenges in both the learning and social and emotional domain.

Our whole school team continues to implement learning and teaching approach to meet the needs of our middle year's students.

We have reviewed aspects of the program

- Access to IT.
- The learning space and flexible groupings across the level.
- Moving from Level 4 to Level 5 as a transition point.

This is an area of continuing work by our school team and it takes a whole school and multi-layered approach to achieve our goals

- Improved student engagement through planning.
- Middle Years team developing level structures to support all students.
- Student voice through our Student Leadership activities.
- Continued use of our Learner Profile and Primary Years Programme attitudes.
- The development and implementation of our Inquiry Learning framework with increasing emphasis (and expectation) of student action and student voice and the implementation of IB Exhibition at Level 6
- Whole school and senior school assemblies with a focus on celebration and student contribution
- Regular meetings and teacher support for our Junior School Council and support for student led activities.

Other learning programs and activities

- The use of netbooks and iPads in the teaching and learning program.
- Toastmaster's program.
- Camps and excursions at all levels.
- Whole school learning EXPO in Term 4 (school community participation).

- Student led conference in term 3.
- Level Six PYP exhibition.
- School PE and sport activities.
- Community links with our Helmeted Honeyeater ambassador program.

In 2020, we will continue the use of whole school approaches to student engagement, class meetings, our cross age activities and student leadership to promote student voice and engagement. The significant whole school focus in 2020 is implementation of School Wide Positive Behaviours (SWPBS) framework and Respectful Relationships framework as required in all Government schools. We expect to see continuing improvement in student engagement as we implement our Inquiry Learning model – particularly in relation to the Learner Profile, student motivation, stimulating learning and learner confidence. All of these measures promote and support positive relationships and student engagement in our school.

Wellbeing

During 2019, our school continued with our review and implementation of our learning and teaching programs against the Victorian Curriculum framework and the IB-PYP inquiry-learning framework.

Our Mission Statement describes the essential work we do in areas of achievement, engagement and wellbeing.

Mission Statement:

Our unique setting at Macclesfield Primary School aims to develop a community hub, which provides a quality, inquiry-based education. This allows everyone to reach their full and unique potential within a caring and joyful environment, celebrating cultural diversity and sustainable practices.

To cultivate a desire of learning in children and provide them with the skills they need to be adaptable, flexible and empathetic in a rapidly changing world.

To develop students' perspectives to be mindful of others, to take personal action towards guardianship of planet Earth and to have a positive influence on our global community and create a more peaceful world.

Helping make sure students in our care are healthy and safe is vital for their learning, development, and we work collaboratively to provide comprehensive programs to support student wellbeing in our school.

Our start of year program – First 7 Days – provides a framework for all students

- Whole school activities and cross age activities to develop class and school connectedness.
- Whole school and class activities to develop positive relationships.
- Explicitly teaching our Learner Profile attributes and IB attitudes.
- Sharing of our school wide and classroom expectations.

School determined focus areas in terms of

- Enhancing student learning
- Enhancing student wellbeing
- Implementing school and level specific activities.

The Learner Profile clearly defines the attributes we want to see our children develop and it clearly supports areas across achievement, engagement and wellbeing.

IB (PYP) Learners strive to be

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

Our Kinder to Prep transition program features a close relationship with local kindergartens and we continue to explore opportunities to include our local Early Childhood Centres in school events and activities.

The major transition activities occur later in the year with school tours, an information evening and orientation visits for new prep students. We provide other opportunities for school visits and hold parent morning tea sessions to strengthen communication links between school and home.

Our year 6 students move onto a range of Government and independent schools and we plan to ensure a positive

transition for students. Teachers provide regular opportunity for class discussion around transition, students have the opportunity to participate in college visits & activities and we encourage student attendance at open days and information sessions.

Regular home and school contact is vital and our Home and School committee (part of our School Council) will continue to implement programs to support positive school and family connection.

Financial performance and position

The 2019 school year remained a challenging financial period for the school. The enrolment trend for the school over the period 2014 - 2019 has been a significant decrease with 164 students in 2019. This enrolment trend has placed significant planning, teaching, and learning pressures as we adjust to both the financial and personnel issues with less students.

Our Program Budget process, school administration systems and School Council monitoring ensures that appropriate levels of funding support the Teaching and Learning programs in the school. Our school planning in recent years has carried forward a SRP deficit – managing this deficit has been challenging. In 2019, operating costs were a significant component of our total budget.

At all times our focus has been on providing for all students in our school and expending funds against agreed goals and targets – this has resulted in financial challenges in recent years.

In a budget sense, the decrease in enrolment has an impact on funds available for resources and equipment and from personnel, teaching, and learning it means a long-term planning model to cater for enrolment change and personnel changes (for example; staff on leave and potentially the management of excess of staff). In the teaching and learning planning it requires whole school input to our preferred staffing and classroom organisation (the reality has been a shift from 9 classes to 7 class groups) and our associated specialist teacher and support teacher model. In essence, we are planning for our curriculum provision and in 2019, we provided single subject teachers in music, art and Japanese language teaching and significant learning support with our Reading Recovery teacher.

In framing our 2019 school budget, we accounted for funds provided by DET through the Student Resource Package and as this is the source of funds for staffing etc. our planning resulted in an overall SRP deficit. This deficit planning enabled us to maintain our overall school organisation for 7 classes and associated specialist teacher and support teacher provision.

The current SRP model did provide some funds for equity (\$9000) and special grants in swimming funding - none of these amounts have been a significant components in our 2018 school budget, therefore, fundraising support was important to the school as these funds enabled us to

- provide literacy materials in the early years.
- support our IT upgrade.
- significant upgrade to our library - new software for catalogue, new book material

The 2020 focus in our school includes literacy and numeracy resources and proving resources to establish our Maker Space, environment centre and continuation of additional resources for;

- library
- IT
- numeracy
- literacy




For more detailed information regarding our school please visit our website at
<https://www.macclesfieldps.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.








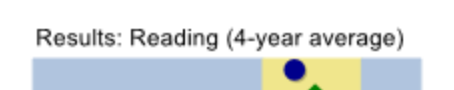





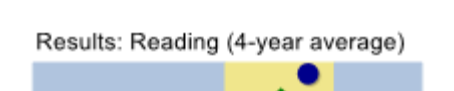




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 164 students were enrolled at this school in 2019, 80 female and 84 male.</p> <p>ND were EAL (English as an Additional Language) students and ND 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>Below </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>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>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>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>55%</td></tr> <tr><td>Medium</td><td>40%</td></tr> <tr><td>High</td><td>5%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>55%</td></tr> <tr><td>Medium</td><td>45%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>11%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>39%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>47%</td></tr> <tr><td>Medium</td><td>42%</td></tr> <tr><td>High</td><td>11%</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>63%</td></tr> <tr><td>Medium</td><td>37%</td></tr> </table>	Gain Level	Percentage	Low	55%	Medium	40%	High	5%	Gain Level	Percentage	Low	55%	Medium	45%	Gain Level	Percentage	Low	11%	Medium	50%	High	39%	Gain Level	Percentage	Low	47%	Medium	42%	High	11%	Gain Level	Percentage	Low	63%	Medium	37%	<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>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	89 %	91 %	90 %	89 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	89 %	91 %	90 %	89 %	90 %										

Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>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	Funds Available	Actual
Student Resource Package	\$1,182,182	High Yield Investment Account	\$14,012
Government Provided DET Grants	\$184,449	Official Account	\$21,362
Government Grants Commonwealth	\$41,794	Other Accounts	\$458
Government Grants State	\$1,462	Total Funds Available	\$35,832
Revenue Other	\$5,315		
Locally Raised Funds	\$200,270		
Total Operating Revenue	\$1,615,472		
Equity¹			
Equity (Social Disadvantage)	\$9,793		
Equity Total	\$9,793		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,195,040	Operating Reserve	\$35,832
Communication Costs	\$5,206	Other Recurrent Expenditure	\$11,498
Consumables	\$48,025	Funds Received in Advance	\$40,300
Miscellaneous Expense ³	\$125,057	Cooperative Bank Account	\$458
Professional Development	\$31,542	Capital - Buildings/Grounds < 12 months	\$16,195
Property and Equipment Services	\$45,520	Maintenance - Buildings/Grounds < 12 months	\$13,000
Salaries & Allowances ⁴	\$131,170	Total Financial Commitments	\$117,283
Trading & Fundraising	\$17,955		
Travel & Subsistence	\$45		
Utilities	\$30,658		
Adjustments	\$0		
Total Operating Expenditure	\$1,630,219		
Net Operating Surplus/-Deficit	(\$14,747)		
Asset Acquisitions	\$0		

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

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

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

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

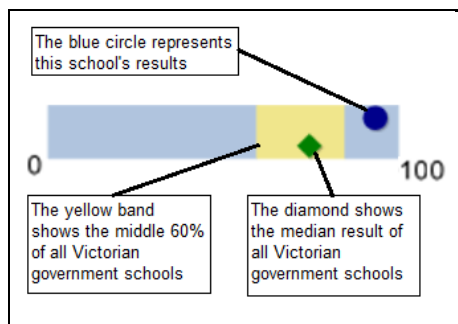
Engagement

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

Wellbeing

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

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

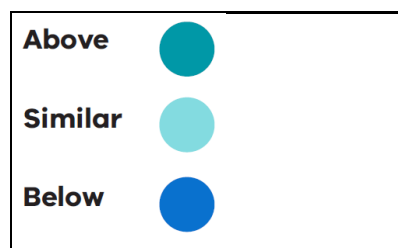


What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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